Phonological and Grammatical Problems Facing EFL Fur Dialect Speakers: A Case Study of EL-Fashir Secondary Schools, El-Fashir Locality, North Darfur State, Sudan

By
Zuhour Mohammed El-Fadul Abdhlameed Ibrahim

April, 2012
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By

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Date of Examination: 1/4/2012
DEDICATION

To my Parents' souls..

To my brothers, sisters..

To my husband and son..
ACKNOWLEDGEMENTS

I am extremely grateful to Allah, then to all persons who contributed in one way or another to the success of this study.

I am very grateful to my supervisor Dr. Ahmed Gasm Alseed, who put in great effort and endeavors in revising the study and introducing many amendments to it. Whatever, I have accomplished is due to his unlimited patience in reading the manuscript and clarifying my ideas. My thanks are also due to Dr. Ibrahim Mohammed Al Faki, my co-supervisor.

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ABSTRACT

Learning a foreign language is challenge, especially if the learner is from a place where people do not use that language in their daily life as English in Sudan. So, the teachers should be aware of their students' difficulties to be able to provide appropriate pedagogical help (teaching techniques), otherwise, these difficulties will start to pile up and have a negative influence on the students' performance. One result of accumulating difficulties is that, they cannot be overcome even if the students try to do their best at English lesson. This failure causes stress, and slowly or quickly, the students lose their self-confidence and self-esteem. Therefore, this study aims at identifying phonological and grammatical difficulty that are encountered by EFL Fur dialect speakers at secondary level; exploring factors that inhibit their performance; testing the efficiency of effective practice as a remedial method for improving the students' performance in the areas of difficulty. The study followed the descriptive analytical method. The tools used for gathering data were two tests (oral and written) for the students and a questionnaire for their teachers. The data obtained were tabulated and analyzed through SPSS programme. Findings of the study show that: phonologically; EFL Fur dialect speakers encounter difficulties in pronouncing English sounds that are not found in their L1, the /-z/ sound of the plural suffix in regular nouns, the /-t/ sound of the past suffix in regular verbs; words consisting of silent consonants, and words consisting of consonant clusters. Grammatically; the students encounter difficulties in using articles, prepositions and auxiliary verbs. The main factors attribute to these difficulties include: L1 interference, L2 negative transfer, the inconsistency of English language rules, and teaching problems. The results also validate the effectiveness of practice as a technique for improving the students' performance in the areas of difficulty. In the light of the findings, the study recommends that the teachers need to pay careful consideration to the existence of the influential factors that affect students' performance. Students need to understand that there are differences in system between their native dialect (Fur) and English language as a foreign language. Effective practice through pair and group work encourages the weak to participate in language activities and gives the students opportunities to improve their pronunciation and grammar as well.
A qualified teacher as a model, early teaching of phonetic symbols to the students, and learning using of the English dictionary as a reference are clues of pronunciation improvement and self-learning. Depending on their students' capacity, teachers have to tackle each grammatical difficulty at a time.
المشكلات الصوتية وال نحوية التي تواجه متحدث للهجة الفور في تعليمهم اللغة الإنجليزية كلغة أجنبية:

دراسة حالة مدارس الفاشر الثانوية، محلية الفاشر، ولاية شمال دارفور، السودان

زهر محمد الفضل عبد الحميد إبراهيم

دكتورة الفلسفة في علم اللغة التطبيقية، أبريل، 2012

قسم اللغات الأجنبية
كلية التربية - الحصائصا
جامعة الجزيرة

المشكلات الصوتية وال نحوية التي تواجه متحدث للهجة الفور في تعليمهم اللغة الإنجليزية كلغة أجنبية هو تحدي في حد ذاته خصوصًا إذا كان الطالب من منطقة فيها الناس نادراً ما يتحدثون بلهجة في حياتهم اليومية، مثل ذلك حال اللغة الإنجليزية في السودان. ولذا يجب على المعلم أن يكونوا ملمين بالصوتيات التي تواجه طلابهم في تعلم هذه اللغة حتى يعودوا أساليب التعلمية لذلك وتركم هذه الصوتيات يؤدي إلى التأثير السلبي في أداء الطلاب. من أحد نتائج هذا التراكم السلبي أنه يصعب على الطلاب التغلب على هذه الصوتيات مما هو آلة ذلك. وهذا أدى لذلك ذلك سببًا ضغطًا على الطالب مما يؤدي بدوره عاجلاً أو أجلاً إلى فقدان الثقة واختيار النفس تجاه هذه المادة لدى الطلاب. وعليه تهدف هذه الدراسة إلى التعرف على الصوتيات الصوتية وال نحوية التي تواجه الطلاب الذين تحدثون لهجة الفور بالمدارس الثانوية في تعلمهم اللغة الإنجليزية كلغة أجنبية، الكشف عن العوامل المعينة لأداء هؤلاء الطلاب، وأيضاً تهدف إلى اختيار كفاءة التطبيق الهدف كمهمة تستعمل لتحسين أداء الطلاب في مناطق الضعف. استخدمت الدراسة المنهج الوصفي التحليلي، والأدوات المستخدمة لجمع البيانات هي الاختبارات (شفرية وتحريرية) للطلاب والاستبيان لأستاذة هؤلاء الطلاب. البيانات التي تم جمعها بوت وتلت بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية SPSS النتائج التي تمكنت من هذه الدراسة، صوتياً: الطلاب الذين تحدثون لهجة الفور يواجهون أكثر الصعوبات في نقاط الأصوات الإنجليزية التي لا توجد في لغتهم الأم، الأصوات التي تضاف إلى أخر أساليب اللغة الإنجليزية ذات صيغة الجمع المنتظم، والأصوات التي تضاف إلى أخر أساليب اللغة الإنجليزية ذات صيغة الماضي المنتظم، الكلمات التي تحتوي على الحروف الصامتة (التي لا تنطق) في اللغة الإنجليزية والكلمات التي تتركب من مجموعة صوتيات متزامنة. نحويًا: هؤلاء الطلاب يواجهون أكثر الصعوبات في استعمال الكلمات التي تسبق الأسماء لتشمل استخدامها، حروف الجر والأفعال المساعدة، والكلمات الرئيسية التي تعزى هذه الصعوبات تتضمن الدخل السليفي للغة الأم، اللغات الثانية من اللغة الثانية، عدم ثبات قواعد اللغة الإنجليزية ومنشآت التدريس. النتائج أيضاً أثبتت شرعية كفاءة التطبيق الهدف في تحسين أداء الطلاب في مناطق الضعف، على ضوء تلك النتائج، أوصت الدراسة بأن المعلم يحتاج بأن يتنبّه ويضع في الاعتبار وجود عوامل مؤثرة على أداء الطلاب، كما يحتاج الطلاب بأن يفهموا بأن هنالك اختلافات في أنظمة اللغة أو اللغات التي تعلمها الطلاب من قبل واللغة التي تعلمها حاليا. التدريب الهدف من خلال العمل الزوجي والجماعي يشجع الطلاب الضغع على المشاركة في أنشطة اللغة الممكنة ويعطيهم فرصة تحسين النطق وال نحو مما الأمثلة المؤهل كنموذج يحتوي ب وإلى التدريس المبكر للرمز الصوتية للطلاب وتعليم الطلاب معرفة استعمال القاموس الإنجليزي كمرجع لتلك من الصوتيات، تعتبر هذه مفاتيح تحسين النطق السليم والتعلم الذاتي. بناءً على مقدار الطلاب على الاستياع على المعلمين أن يتناولوا كل معطى نحوية على حدة ممتعاتها.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Learning languages is not easy. It is not only a matter of understanding the words in other languages, but to understand different grammatical and phonological rules. Learning English as a foreign language usually takes place in formal situation inside the classroom; so, EFL learners find it difficult to be exposed to the target language beyond the classroom boundaries. In this formal situation, aspects taught and learned are linguistically related to different language levels (i.e. phonology, grammar, and semantics). The four basic language skills, listening, speaking, reading and writing, are used in teaching to convey the concepts of these aspects. EF learners usually encounter various linguistic problems that evidently handicap their learning and eventually, negatively, affect their general production. This phenomenon is also found in the learning of English as a foreign language by Fur dialect speakers as EFL learners. Both as a learner and as a teacher-researcher of EFL, the researcher, had an experience and opportunity to observe that Fur speaking learners of English confront difficulty in learning English phonology and grammar. They often find pronunciation of some English speech sounds quite problematic. Moreover, the learners, also, face problems in using, correctly, English words of entirely grammatical functions, which are generally known as grammatical words (such as articles, prepositions, auxiliaries, pronouns, quantifiers etc.).

Therefore, it seems reasonable to take account of and identify what linguistic problems the Fur speaking as a foreign language learner encounters, and why. Since, EFL learners lack opportunity to access to the target language, the researcher intends to test the efficiency of sustained practices through supplementary activities as a remedial method for reducing the learners' problems in learning English language.
Finally, a number of suggestions and recommendations have been made so as to lessen the problems, on the one hand, and ensure the optimal learning of EFL on the other.

1.1 Statement of the Problem

An English word may consist of one or more phoneme sounds; each of them has its own characteristics which distinguish it from other in pronunciation. So, discriminating between English phoneme sounds or producing them correctly leads to the problems of mispronunciation which are encountered by most of EFL learners.

In English there are some words that have important grammatical function within the linguistic structure, but may be meaningless when they stand alone. These words are known as function words. The improper use of the function words causes problems in learning the target language which are usually seen in the EFL learners' written or oral performance.

Linguistically, researchers have held conflicting evidence relating to the main sources of these learning problems. Some scholars like those who are in favour of Contrastive Analysis (CA) - Lado (1957) - view the EFL learner’s native language as the main source of the problems. Opposing to that, some scholars, like those who are in favour of Error Analysis (EA) - Corder (1967) - consider other factors rather than the learner’s native language such as the problems of the foreign language as the main source of the problems. Moreover, a number of scholars- Kellerman (1984) - believe in other variables that affect the influence of FL learning problem sources such as: the learners’ age and their linguistic proficiency. However, the researcher believes that effective practice in the target language can reduce the negative effect of these error sources. This study is intended to investigate difficulties that are encountered by EFL Fur students at secondary level in learning English language; then to test the effectiveness of supplementary activities as a technique used for reducing these difficulties. This investigation is based on
the assumptions that the EFL Fur student encounters difficulties in pronouncing some of English language sounds and in using some of English language functional words in writing.

1.2 Objectives of the Study

The main objective of this study is to investigate phonological and grammatical difficulties that are encountered by EFL Fur students at secondary level in pronouncing some English speech sounds and in using some English functional words.

Some sub-objectives derived from the main objective aim at:

i. Identifying differences between the phonological systems of the two languages (English and Fur) in terms of the pronunciation of consonants, vowels, and regular nouns, regular past verbs, consonant-clusters, and silent letters; with reference to the Arabic language phonological system in some respect.

ii. Identifying differences between the grammatical systems of the two languages (English and Fur), in terms of determiners, prepositions, auxiliary verbs, and conjunctions; with reference to the Arabic language grammatical system in some respect.

iii. Detecting the main causes of EFL Fur students’ difficulties in learning English language phonology and grammar.

iv. Evaluating the role of supplementary activities as a technique for improving the EFL students’ performance in the areas of difficulties.

1.3 Significance of the Study

This study is significant in some respects:

i. One of the current educational problems of public interest among EFL Sudanese teachers of different levels, as well as the authorities, is the deterioration of English language at all levels of education. There are several reports supporting the view that the poor foundation in English
language at the basic and secondary school levels leads to the poor performance in English language as an academic subject. Researchers have investigated the problem from different views, such as the way of teaching English at schools and colleges, the content of curriculum, the way of designing syllabus, the learner’s linguistic background, educational policy, the learner’s native language and many other factors. However, the evidence of poor performance in English as a foreign language among EFL students is still observed. Hence, continuous investigation in more specific areas is badly needed. Therefore, this study takes its significance from that point.

ii. The researcher has confined to investigate specific phonological and grammatical areas to bring these problems into focal points as the areas of the most difficulty. This may help English teachers to cope with such problems.

iii. A systematic contrastive analysis between English language and Fur language in addition to Arabic language, in some respects, may increase the people knowledge about English, Fur, and Arabic languages properties.

iv. Dar Fur is the one of the most multilingual areas in Sudan. There are more than ten ethnic languages are in mutual interaction. So this situation has its effect on the learning of English as a foreign language. Thus, the results of this study can be used for solving similar problems.

v. Fur is one of Sudanese languages, which has its specific importance as the language of sultanate in Dar FUR for more than four centuries; hence, the study of this language means the study of cultural features and tradition of that community.

vi. The results of this study could be considered as another contribution in the field of teaching and learning English as a foreign language, concerning teachers, syllabus designers as well as language policy makers.
1.4 Questions of the Study

a. Do EFL Fur students at secondary level encounter difficulty in pronouncing some English language speech sounds?
b. Do EFL Fur students at secondary level encounter difficulty in using some English language grammatical words?
c. Are there any factors attributed to EFL Fur students’ difficulty in learning English language pronunciation and grammar?
d. Does the use of supplementary activities improve EFL Fur students’ performance in the areas of difficulty?

1.5 Hypotheses of the Study

a. EFL Fur students at secondary level encounter difficulty in pronouncing some English speech sounds.
b. EFL Fur students at secondary level encounter difficulty in using some English grammatical words.
c. L1 interference is one of the factors that attribute to EFL Fur students’ difficulty in learning English language.
d. Supplementary activities in the areas of difficulty improve the EFL Fur students’ performance.

1.6 Scope of the Study

The place of the study is El-Fashir town the capital of Northern Dar Fur. The study involves two types of subjects: the first type includes EFL Fur students at secondary schools in El-Fashir town. The second type includes EFL teachers and supervisors of English language at Secondary Schools who are Fur speakers. The study is intended to be conducted during the academic years from 2008 up to 2010. The field of the study is in the area of applied linguistics. Both oral and written skills will be utilized.
1.7 Methodology of the Study

The descriptive analytical method will be used for the theoretical framework of the study and contrastive study of English and Fur languages, in addition to Arabic language wherever it is required for more clarity.

Empirical method will be used for collecting data. Statistical method will be used for analyzing data in order to answer the study questions and test its hypotheses.

Three types of instruments are used: an observation check-list for teachers’ work inside the classroom, a questionnaire for the teachers, and oral, written tests for the students.

1.8 Definition of Terms

Fur dialect: It is a dialect that is spoken by the Fur people in Dar Fur only.

L₁: It refers to the first language that is known by the speaker. It is also called the mother tongue (MT) and the native language (NL). In this study the student’s L₁ is Fur language.

L₂: It refers to the second language or the language that is used by the speaker of the first language as a means of communication or in official status when he/she, for a reason or another does not like to use his/her first language. It is also abbreviated as (SL). In this study the student’s second language is Arabic language.

FL: It refers to foreign language which is the other language acquired by the speaker rather than his/her L₁ or L₂. In this study the student’s foreign language is English language.

EFL: It refers to English as a foreign language.

L₃: In this study it refers to English language.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter consists of four parts: part one is the background of For language and its speakers; part two is a theoretical background of the study; part three is a contrastive study of the languages under investigation; part four is previous studies related to the current study.

Part One:

2.1 Background of For Language and its Speakers

2.1.1 The Name

Fur language has many alternative names. Linguists, for example, usually use the terms: FOR, Foor, Kungara, and Fur (most popular) to describe the speakers as well as their language. In other languages, such as Arabic, the term 'Forawi' is used to refer to the person who speaks the language, while the term 'Kurka' is heard among Zaghawa tribe. These variations in names may be due to the nature of the language as a tonic language of sound differences. However, the native speakers of the language call themselves ‘Fora (plural) and 'Fordungo' (singular). They also use the term 'Konjara' when they are questioned about their identity. The For people call their language 'beleFor' (which means talk of Fur, Foraŋbele in possessive case), or 'konjara Fur' (i.e. language of the Fur’s previously ruling clan).

Concerning this study, the term ' Fur ' will be used, throughout the study, to express the language and the term 'The Fur ' to express the language speaking people.

2.1.2 Language Area and Number of People

Dar Fur (i.e. Land of Fur) is the main area of the Fur people and their language. It is located in the western part of Sudan. Dar Fur region is between 9° to 20° north (about 1170 km²) and 21 ° .50 to 27 ° .30 east (about 600 km²). It is estimated to 496373 km² or 11400 ml²; represents 20% of the Sudan.
Today, Dar Fur is divided into three states: Northern State its capital El Fahir town, Southern State its capital is Niyala town, and Western State its capital is Al Gineina town. Dar Fur contains many volcanic mountains which occupy most of the lands that are considered the main area of Fur language. The most important of these mountains are Jebel Mara and Jebel Si. They divide the region into two parts from East to West. The language area, also, includes many hills and low lands (Zalingie, Wadi Salih) with some long valleys (such as Azom, Aribo) surrounded by the mountains.

According to El Tounsy (1845), the Fur language area was used to be divided into three zones with respect to the three main branches of the Fur people. The first branch was Konjara who used to inhabit the top of Jebel Mara (little Mara). The rulers of Dar Fur Sultanate ‘Kera’ were derived from this branch. The second branch was Karakeet who used to inhabit the eastern part of Jebel Mara. The third one was Tomorka who used to inhabit the south-west of Jebel Si, (Appendix 1).

More recently, the Fur people were mainly found in the area of Jebel Mara in addition to other smaller foot hills and the low lands around the mountain ranging between 11° to 14° north and 23° to 26° east (Appendix 2).

Nowadays, because of Dar Fur conflict, nearly, all of the Fur people have been displaced to the capitals in Dar Fur states (i.e. EL Fashir, Nyala, AL Ginana, Zalengei, and Al Dian) and the capital of the Sudan. The Fur people have also scattered else where through out the whole country.

It is important to mention here that Dar Fur is a multilingual region which is inhabited by multiethnic (more than twenty tribes) groups; the biggest one is the Fur tribe.

The number of Fur speakers is difficult to determine due to unreliable censuses in the past and Dar Fur conflict in the most recent (2008) census; in which the questions about language and ethnicity are excluded. According to Dar Fur Relief and Documentation Centre the 5th population and housing census in Sudan, the number of Fur people is estimated as (744,000). The last
information based on Bender's investigation (1983), the number Fur speakers in Chad was estimated as (1,800).

2.1.3 Classification of For Language and its Dialects

Fur is classified as a member of the Nilo-Sharan language family (Greenberg 1970, Tucker 1978). Fur is considered a language isolates, but in (1972) Greenberg proposed that it was related to a Chadian language called Amdang or Mimi in Bender (1983).

Jernudd (1968) has identified six Fur dialects: Jebal Mara, Zalengei, Northern Dar Fur, Geneina, Kule, and Nyala. This classification is based on some differences in the meaning and the pronunciation of some words. The Fur people usually classified their language into intelligible dialects no one of them is standard: Jebal Marara, Western Dar Fur (i.e. Zalengie and Wadi Salih), Northern Dar Fur (i.e. Jebal Si and Kutom), and Northern Dar Fur (i.e. Nyala and Kas).

2.2 Theoretical Background of the Study

This part is devoted to the theoretical background of the study which includes a brief account of Applied Linguistics, Contrastive Analysis, Language Transfer, Error Analysis, Interlanguage Theory, and Fossilization.

2.2.1 Applied Linguistics

Historically, the review of literature in the area of applied linguistics has revealed different definitions of the concept. Two definitions related to this study are suggested by Richards.P & Weber.P (1985:15) that applied linguistics is "the study of second and foreign language learning and teaching" and "the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc." These definitions show that the second language acquisition and its problems are the main domain of applied linguistics. Some linguists confirm the need of applied linguistics as an effective tool for decision making in language use. One example provided by Cook (2003: 3) is that "applied linguistics can be
used for answering questions about the suitability of knowledge to be taught to children, the type of children themselves, their linguistic stage, and the way of teaching that should be followed." Therefore, applied linguistics is an applicable framework for the study concerning investigation of language problems, educationally, socially or even psychologically. There are, also, other linguistic investigations included in applied linguistics domain such as clinical, criminal and legal.

So, these statements confirm the validly of this study. In the sense that the study is conducted to investigate problems encounter EFL learners in acquiring English as a foreign language.

Cook (2003: 10) has assigned some points to be accounted for the methodology of applied linguistics, which are:

i- It must refer to findings and theories of linguistics choosing from different schools and approaches, and make these theories relevant to the problems in hand.

ii- At the same time, it must investigate and take account to the experience and needs of the people involved in the problem itself.

iii- It must then seek to relate these two perspectives to each other.

iv- And it must undertake investigation and theorizing of its own.

With regard to the points above, this study is based on the theories of language errors (namely; contrastive analysis, error analysis, and inter-language approach.) and takes the other points into considerations.

2.2.2 Contrastive Analysis (CA)

Larsen – Freeman and Long (1991) assign that the study of second language acquisition has undergone over many stages, Contrastive Analysis (CA) is one of them. Brown (1994:81) puts these stages in order" contrastive analysis \(\rightarrow\) error analysis \(\rightarrow\) performance analysis \(\rightarrow\) discourse analysis".

Historically, CA was driven from a model of L2 learning which was known by Crystal (2002: 372) as a behaviorism model. The viewpoint of the
model was that errors should be avoided in language learning. This view was prevailing during 1950s and 1960s. At that time studies in SLA were conducted within the framework of CA; in which two languages were systematically compared in order to identify points of similarity and differences between the native language (L1) of the learner and the target language (TL). Fries (1945) claimed that the most efficient material can be prepared for effective teaching by means of that comparison.

2.2.2.1 The Role of CA in SLA Research and L2 Teaching

Lado (1957) who was influenced by his colleague Fries’ (1945) views, also, has confirmed the importance of CA in language teaching material design. He stated in Larsen – freeman – Long (1991) that FL/SL learners tend to transfer the properties of their native language into the target language, both productively and receptively, in order to speak that language and understand its properties. Thus the application of CA in L2 teaching is based on three principles:

i- It emphasizes differences between language rather than similarities.

ii- It contrasts L1 and L2 via the learners inter language rather than directly. Therefore, some scholars think:

iii- It is pedagogically oriented, with the aim to discover and predict learning problems and difficulties.

Accordingly, the main objective of CA is to give an account of similarities and differences between the learners native language and the target language as an important tool used for predicting problems in L2 learning and developing materials for language teaching.

2.2.2.2 Contrastive Analysis Hypothesis (CAH)

Lado (1957) believes that the linguistic differences between L1 and L2 could be used to predict learning difficulty. This claim produces the notion of CAH. Larsen – freeman – long (1991: 53) states that "where two languages
were similar, positive transfer would occur; where they were different, negative transfer, or interference, would result".

Contrastive analysis hypothesis consists of three versions, strong, weak, and moderate, each version is used to serve a certain objective viewpoint.

i- The strong version:

This version was stated by Fries (1945) and Lado (1957), concerning the prediction of difficulties in L2 learning by comparing the learner’s L1 with L2. This comparison starts with a cross linguistic analysis of the two languages properties; and then it attempts to predict the areas of difficulty.

ii- The weak version:

According to Wardhaugh (1970), in Brown (1994) the cross – linguistic comparison could be used to explain learner errors. In this case the learners' errors are indicated firstly, and then they explained via cross grammatical comparisons. Therefore, in the weak version, learners' errors are explained after they have been made not before that.

iii- The moderate version:

Oller and Ziahosseing (1970) in Brown (1994) formulated a moderate form of the CAH which differs from the two versions (strong and weak); in the sense that, the moderate form emphasizes the significance of minimal distinctions between learners' L1 and the target language. These distinctions may actually cause the greatest interferences and difficulties.

2.2.2.3 Criticism of CAH

Contrastive analysis hypothesis CAH was criticized by a number of scholars especially its strong version.

James (1980b: 54-56) has questioned the role of L1 interference in CAH as the major cause of errors in foreign language learning; assuming that there are other sources of errors CAH fails to predict "There are other sources which contrastive analysis fails to predict". Corder (1973: 162) claims against CA contribution in language teaching; in the sense that the language teacher
can be aware of the areas of their students' difficulties from their own practical experience without CA prediction.

Dulay and Burt (1974: 9) stand against the reliability of CAH prediction of the FL students' errors. They, empirically, show that only 3% of these errors are due to L1 interference. However, the reported percentage of L1 interference errors, according to George's (1972: 29) investigation was (33%).

Furthermore, Towel and Hawkins (1994) point out three weaknesses that could be observed in CAH

i- Not all areas of differences between L1 and L2 lead to negative transfer.

ii- Only a small proportion of errors in speech and writing of second language learners could be attributed to different properties between L1 and L2.

iii- L1 interference is not the only source of the L2 learners’ errors.

They concluded their investigation with the results that a high percentage of errors, on the other hand, were developmental errors which resembled errors children made in the acquisition of L1.

Richards, et al (1974) stated that developmental errors were frequent regardless of learners' background. They assigned that these errors reflect the general characteristics of learning strategies such as over generalization, ignorance of rules restriction, incomplete application of rules and false hypothesized concepts.

However, in spite of the limitation of the strong form and the weak forms of CAH, Brown (1994: 201-202) suggests that the moderate form of the CAH is of considerable value;

"Oller and Ziahosseinu's moderate version puts the CAH into some perspective ....that enable us to get a large picture of the nature of human learning and to understand a number of factors contributing to learning and forgetting".
2.2.3 Language Transfer

The phenomenon of cross-linguistic influence has been referred to, in a lot of the language acquisition literature, as transfer. Odlin's (1989: 27) in Susanne, et al. (2008: 1) has defined language transfer as “… the influence resulting from similarities and differences between the target language and any other language that has been previously and perhaps imperfectly, acquired”. However, with regard to traditional CAH, language transfer was classified into positive transfer which has resulted from similarities between the L1 and L2; and negative transfer which has resulted from differences between the two languages. Ringbom (2007) assumes that positive transfer facilitates the acquisition or the use of a target language; whereas Bussmann (2002) and Jarris (2008) assume that negative transfer of interference hinders the target language learning.

Therefore, the difference between the two versions of transfer in traditional CAH is associated with their direction (positive or negative. Traditionally, transfer is often expressed as the influence of L1 on L2 context. In other words transfer here normally negative/interference of L1 tended to be in the foreign language context only. Recently, Cook (2003) assigns that transfer can be bi-directional, in the sense that it can be from L1 or L2 into L3… etc or vice versa.

However, two types of language transfer have been proposed: transfer of surface features and transfer of more abstract features. Transfer of surface features includes direct transfer of word order between languages or very similar grammatical features such as transfer of a similar gender system. The transfer of more abstract features of language could include grammatical categories that exist in both languages, but which are not similar such as prepositions.
Scholars like Hammarberg (2001); Marie (2006) Odlin (1989); Fuller (1999); Ringbom (1989), among many others, confirm that there are many factors that affect language transfer. Some of these factors are learner based variables such as proficiency, amount of target language exposure and use, age educational background and language mode; while language based variables include factors such as typological closeness, context word class, and types of morpheme.

2.2.4 Errors Analysis (EA)

The failure of CA to make an appropriate prediction for the problematic areas in learning EFL/ESL gave rise to error analysis (EA). This term is used for denoting study and analysis of the errors made by second and foreign language learners. It was considered by Dulay, et al. (1982) as a movement of rich source of explanation to account of errors unexplained by CA. So, it attracted the attention of EFL teachers and researchers. Consequently, a number of articles have been published introducing the hypothesis of EA and its significant contributions as a theoretical issue in applied linguistics. For example, Corder (1974: 21) claims that “…within this context the study of errors takes on a new importance and we believe that it will contribute to verification or rejection of the new hypothesis”. Other articles about error analysis also appears in Corder’s (1967; 1978) papers which were later (1981) published in a book "Error analysis and Interlanguage". The notion of error analysis, also, appears in Selinker's paper (1972) entitled 'Inter language'; later is (ed.1984) known as 'Applied linguistics and theories of SLA errors. In Richards (1974) the concept of EA implies the view that learners errors describe learners’ knowledge at any point of their development; that is, ‘errors’ provide the important evidence for the learner's progress in SLA. James (1998: 7) supports the idea of the importance of learners' errors by claiming that "the learners' errors are a register of their current perspective on the TL".
There is a wide interest among the researchers to analyse errors made by EFL learners in order to discover types of frequent errors and trace possible causes for explanation. Dulay and Burt (1970) conducted a study to determine causes of syntactic errors Spanish children made in learning English as L2.

2.2.4.1 The Role of EA in SLA Research and L2 Teaching

It is well known that error analysis research is based on study and analysis of errors that are made by SL or FL learners in learning the target language. Accordingly making errors among ST/FL learner whether the source of these errors is the mother tongue, the target language or any other factor are inevitable phenomenon that should be investigated for better understanding, learning, teaching, designing pedagogical materials and strategies.

In teaching learning situation, EA can be used for:

i- Addressing areas of difficulty for the learner in a systematic way.

ii- Helping in determining the sequence of presentation in the classroom and from textbooks.

iii- Presenting the textbook in sequence by introducing relatively easier structures before more difficult ones.

iv- Deciding the relative degrees or emphasis required in addressing particular items in the language.

v- Preparing remedial lessons and exercises that attempt to mediate student's errors.

vi- Selecting items for testing learner's proficiency.

2.2.4.2 Types and Categories of EA

Dulay and Burt (1970) classified FL/SL errors into three types:

i- Developmental errors which are similar to L1 acquisition errors. These errors are assumed to be a natural product of a gradually developing ability in the new language. They represent the majority of errors made by L2 learners. Examples of developmental errors are the misuse of third person (-s), e.g. (*She work hard) and the ( -
ed) morpheme (*she taught us last year); instead of (she works hard) and (she taught us last year) respectively. These types of errors reflect that the learner has not mastered these rules yet.

ii- Interference errors which reflect L1 structure.

iii- Unique errors which are neither developmental nor interference.

Lengo (1995: 25-29) classified errors into four categories: omission, addition, selection, and disordering. Some proponents of EA use other terms for the same classification, such as underuse for omission, overuse for addition, misuse for misselection, and disorder for disordering. However, James, C. (1995) in his 'Target Modification Taxonomy' grouped the four types of errors under the terms; Omission, Overinclusion, Misselection, disorder, and Blend.

Table (2.1) Target modification taxonomy (categories and examples)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>The absence of an item that must appear in a well formed sentence.</td>
<td>*She ø sleeping. She is /was sleeping.</td>
</tr>
<tr>
<td>Over inclusion</td>
<td>i- The inclusion of an item which is not needed. ii- Spreading rules to domains where they do not apply. iii- The form is wrongly assumed to be an exception to the general rule.</td>
<td>*The wind was stopped. The wind stopped. *There are four mans. There are four men. *He shew them his father's portrait. He showed them his father's portrait.</td>
</tr>
<tr>
<td>Misselection</td>
<td>The use of wrong form of a structure or morpheme</td>
<td>*She's at bed. She's in bed.</td>
</tr>
<tr>
<td>Disorder</td>
<td>The disarrangement of the linguistic form.</td>
<td>*I don't know where is he. I don't know where he is.</td>
</tr>
<tr>
<td>Blend</td>
<td>Two alternative grammatical forms are combined to produce an ungrammatical blend.</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

Modified from James (1995)

Generally, errors are explained with account to the following process, as in Richards (1971, 1974):

i- Language transfer; it is one third of the deviant sentences that are produced by second language learners (George, 1971). It covers instances where the FL learners create a deviant structure on the basis of the experience of their mother tongue.

ii- Overgeneralization; it covers instances where the FL learners create a deviant structure on the basis of their experience of the other language rules; e.g. adding (-ed) to the past form of irregular verbs as in (‘go’ *goed; instead of ‘went’).

iii- Ignorance of rule restrictions; it occurs as a result of failure to fully develop a certain structure required to produce acceptable sentences, e.g. (*I want he comes here.) Instead of (I want him to come here.)

iv- False concepts hypothesized; this process results from faulty comprehension of distinction rules in the target language, e.g. (*He is get upping now) Instead of (He is getting up now.) The learner attached the suffix (-ing) to the second part of the phrasal verb (up) instead of the verb (get) itself. This type of error is assumed to be referred to faulty comprehension of phrasal verb rules.
2.2.4.3 Model for Error Analysis

Gass & Selinker (1994: 67) identified six steps to be followed in conducting error analysis; which are:

i- Collecting of data: It is usually done via a composition or a test.

ii- Identifying errors:

This step is concerned with identification of areas that constitute errors and establishment of a procedure for recognizing them.

iii- Classifying errors:

This step is concerned with classification of errors according to language parts of speech and their relations, such as errors of word order, agreement, articles, prepositions, verb forms and etc.

vi- Quantifying errors:

In this step frequency of errors in such aspect is calculated to identify the impact of errors in the FL learner's performance.

v- Analysing source of errors:

In this step errors are analysed according to the influence of different factors; such as intralingual factors concerning errors that refer to the language being learned (TL) independent of the native language. Or interlingual factors concerning errors that refer to the Learner’s native language.

iv- Remedying for errors

This step is concerned with constructing drills, lessons and activities in order to help the learners to overcome their learning problems.

2.2.4.4 Criticisms against EA

There are a variety of criticisms against EA; the most prominent drawbacks are that; the teachers may pay too much attention to learner's errors so as to study how L2 is learned. This may put a great emphasis on accuracy over fluency. The second point is that it is difficult to determine what an error is. For example, the sentence (It was stopped.) is apparently to
be a grammatical unit; but it turns to be incorrect, only, when it is known that the word 'it' refers to the wind. Another problem is that EA, over-stresses production error but fails to account for avoidance error. The learner may avoid a certain word or structure. Schacher (1974) points that EA is not able to explain the avoidance phenomenon; because EA only looks for the errors made by the FL/SL learners, while avoidance is strategy of communication in which the learners avoids the problematic area in the target language by using similar form instead of the target linguistic element.

2.2.5 Interlanguage Theory (IL)

Inter language (IL) is a term formulated by Slinker (1972) to describe the L2 learner's production of the target language along the continuum of language development from L1 towards L2. Slinker confirms that the L2 learner's inter language shares some features of the learner's L1 and the Target language as well but it is independent from both. However linguists use different terms to refer to the inter language phenomenon. Nemser (1971: 9) used the term 'Approximate system' to show the successive approximation to the target language. Corder (1967: 15) used the term 'Idiosyncratic dialect' to express the idea that the rules of the learner's language are confined to that individual alone. It is clearly seen that each of these terms emphasizes a particular idea; however they share the notion that SL learners develop their own language system, which differs from one individual to another.

According to Brown, (1994: 211) there are four stages of interlanguage 'IL' development:

i-The first is the stage of 'random errors' in which the learner doesn't know that there are some systematic orders to a particular class of items.

ii-The second stage is 'emergent' the learner becomes consistent in linguistic production.

iii-The third stage is 'a systematic stage' the learners are expected to be able to show more consistency; in the sense that they can correct themselves instantly. So, they are more close to the target language.
The fourth stage is ‘the stabilization' which is featured by the learners' ability to make self-correct. In this stage is not identified to what degree the learner has actually achieved the L2 systems. However, Selinker (1972) assigns that 95% of learners never actually achieve the L2 system.

2.2.5.1 Features of Interlanguage

Many scholars investigate features of IL such Faerch, et al. (1984: 271); Bickerton (1983); Myhill (1991); Adamson (1989), Civon (1979: 98) among others, however, Corder (1977: 2) described IL features in the following quotation:

….a simple or virtually non-existent morphological system, a more – or less word order, a simple personal pronoun system, a small number of grammatical function words and grammatical categories, little or no use of the copula, absence of an article system (less often the absence of deictic words). The semantic functions of these and other systematic systems such as tense and aspects are typically performed, when at all, by lexical means, e.g. adverbs, or some "imperial form". The basic syntactic relations are expressed by word order.

The IL does not, therefore, consist of the same phonological, morphological and syntactic categories of the target language or the source language (i.e. MT).

2.2.6 Fossilization

As it is mentioned above, the L2 learner often shows incomplete language learning that needs to be developed. However, for one reason or another development stops at a certain stage. The point where the learning of the TL stops completely or partially is called fossilization.

Fossilization is characterized by comparing the learner's inter language to TL norms. In this way it is possible to identify language structures; which is different from native speech. FL learner, for example, may over generalize past tense endings in English to include all verbs; and therefore, comes up with '*buyed' instead of bought. Such examples may well occur too, in first language development. But fossilization is a causational stage in L2learners’
learning process shows how the inter languages of the L2 learners is being different from their L1 or L2.

Ellis (1994) examined possible reasons for fossilization and found no single cause; both external and internal factors having an effect.

Among the internal factors considered by him (ibid) are: the age of the learner, and the lack of desire for acculturation in addition to L1 interference. For external factors he (ibid) lists: lack of learning opportunity, communicative pressure, and the nature of the feedback available to the learner. These factors are summarized by Well, (2006 : ) in the following taxonomy.

<table>
<thead>
<tr>
<th>Table (2.2) Taxonomy of putative causal factors of fossilization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
</tr>
<tr>
<td>Internal</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The review of literature in the area of fossilization has revealed that, the phenomenon of fossilization could be reduced by some strategies such as: reduction of L1 negative transfer, exposure to TL and TL culture, and adoption of proper learning strategies.

Here are some points for reducing the negative effects of fossilization:
i- Understanding the needs of students helps the teacher to select appropriate teaching materials, to adopt corresponding teaching strategies and to make other relevant preparations. Language learners can have definite goals after they know their own needs and they can study with certain purpose so as to enhance their own ability of learning English.

ii- Testing the language learner's proficiency of the target language helps to know the level of the learners and their problems in language learning. It can, also, be used as the clear targets in teaching and guiding language learners.

iii- Fostering a positive learning attitude in language learner, recently research in SLA, improves the learner's learning behavior. It is necessary for language teachers to motivate language learners; because they can make steady progress if they learn FL with positive attitude. Thus they can reduce the effect of fossilization in English learning.

Vi-Successful

Helping learners to select certain strategies in their own study overcomes fossilization phenomenon and makes new progress. Different ways should be adopted for various individuals, in terms of the development of English language learning strategies.

iv- Deflecting language competence and pragmatic strategies among language learners are supposed to help learners to learn knew knowledge of the TL without stopping. In order to do this, the target language should be introduced in such ways that help the learner to know the difference between the learners' L1 and the target language.
Part Three:

2.3 A Brief Account of Phonological and Grammatical Systems of English, Fur and Arabic Languages

In this section the phonological and grammatical systems of the student's previously acquired language (i.e. Fur and Arabic) and the target language (i.e. English) will be briefly described.

2.3.1 Phonological system of English, Fur and Arabic languages

The description of the phonological system includes consonants, vowels, the plural suffix of the regular verbs, the past tense suffix of regular verbs, silent letters, consonant – clusters, and strong and weak forms of grammatical words. The description of grammatical systems confines to determiners, prepositions, auxiliary verbs, and pronouns. Then each description is followed by contrastive analysis of the two languages in the descriptive areas.
2.3.1.1 Phonological Systems of English Language

2.3.1.1.1 English Language Consonants

Table (2.3) Consonant sounds of English Language with examples

<table>
<thead>
<tr>
<th>sound</th>
<th>Example</th>
<th>sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(P)</td>
<td>pay /pei/</td>
<td>(Ө)</td>
<td>Thunder /ӨΛndə/</td>
</tr>
<tr>
<td>(t)</td>
<td>Tie /tai/</td>
<td>(s)</td>
<td>Solve /sɔlv/</td>
</tr>
<tr>
<td>(k)</td>
<td>Key /ki:/</td>
<td>(f)</td>
<td>Shoe /ʃu:/</td>
</tr>
<tr>
<td>(b)</td>
<td>Buy /bai/</td>
<td>(v)</td>
<td>Vote /vəut/</td>
</tr>
<tr>
<td>(d)</td>
<td>Down /daun/</td>
<td>(δ)</td>
<td>Them /ðem/</td>
</tr>
<tr>
<td>(ɡ)</td>
<td>give /giv/</td>
<td>(z)</td>
<td>Zoo /zu:/</td>
</tr>
<tr>
<td>(ʃ)</td>
<td>Church /ʃ3:ʃ/</td>
<td>(3)</td>
<td>Treasure /tre3ð</td>
</tr>
<tr>
<td>(dʒ)</td>
<td>Join /dʒɔɪn/</td>
<td>(l)</td>
<td>Lay /lei/</td>
</tr>
<tr>
<td>(m)</td>
<td>Move /mu:v/</td>
<td>(r)</td>
<td>Read /r:d/</td>
</tr>
<tr>
<td>(n)</td>
<td>Night /nait/</td>
<td>(w)</td>
<td>Wall /wɔ:l/</td>
</tr>
<tr>
<td>(ŋ)</td>
<td>Wing /wiŋ/</td>
<td>(j)</td>
<td>young /jʌŋ/</td>
</tr>
<tr>
<td>(f)</td>
<td>Flood /flʌd/</td>
<td>(h)</td>
<td>Hot /hɔt/</td>
</tr>
</tbody>
</table>

Copied from Oxford Advanced Learner’s Dictionary of Current English

Table (2.4) Chart of English language consonant phonemes

<table>
<thead>
<tr>
<th>Manner of articulation</th>
<th>Place of articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Voice</td>
</tr>
<tr>
<td>Plosive</td>
<td>+</td>
</tr>
<tr>
<td>Fricative</td>
<td>+</td>
</tr>
</tbody>
</table>
2.3.1.1.2 English Language Vowels and Diphthongs

Table (2.5) Vowel sounds of English Language with examples

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʌ</td>
<td>cup, luck</td>
</tr>
<tr>
<td>ɑː</td>
<td>arm, father</td>
</tr>
<tr>
<td>æ</td>
<td>cat, black</td>
</tr>
<tr>
<td>e</td>
<td>met, bed</td>
</tr>
<tr>
<td>ə</td>
<td>away, cinema</td>
</tr>
<tr>
<td>ɔː</td>
<td>turn, learn</td>
</tr>
<tr>
<td>ɪ</td>
<td>hit, sitting</td>
</tr>
<tr>
<td>iː</td>
<td>see, heat</td>
</tr>
<tr>
<td>ʊ</td>
<td>hot, rock</td>
</tr>
<tr>
<td>ɔː</td>
<td>call, four</td>
</tr>
<tr>
<td>uː</td>
<td>put, could</td>
</tr>
<tr>
<td>uː</td>
<td>blue, food</td>
</tr>
</tbody>
</table>
Table (2.6) Chart of English Language Vowels

Table (2.7) Diphthongs of English Language with examples

<table>
<thead>
<tr>
<th>Diphthong</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ai</td>
<td>five, eye</td>
</tr>
<tr>
<td>aʊ</td>
<td>now, out</td>
</tr>
<tr>
<td>ei</td>
<td>say, eight</td>
</tr>
<tr>
<td>oʊ</td>
<td>go, home</td>
</tr>
<tr>
<td>oʊ</td>
<td>boy, join</td>
</tr>
<tr>
<td>eə</td>
<td>where, air</td>
</tr>
<tr>
<td>iə</td>
<td>near, here</td>
</tr>
<tr>
<td>uə</td>
<td>pure, tourist</td>
</tr>
</tbody>
</table>
2.3.1.1.3 Sounds of English Language Plural Suffix (-s/-es) of Regular Nouns

The plural suffix of English regular nouns (-s/-es) has three sounds: /s/ ‘/z/ and /iz/. The general rule is that; when the singular noun ends in a voiceless consonant, the sound of the plural suffix is /s/, as in ‘cats’ /kæts/. When the singular noun ends in a voiced consonant, the sound of the plural suffix is /z/, as in 'ribs' /ribz/. When the singular noun ends in a voiceless fricative or affricate such as /f/, /tʃ/ or /s/, the sound of the plural suffix is usually /iz/, as in ‘dishes’ /diʃiz/, ‘churches’ /tʃ3ːtʃiz/, ‘horses’ /hɔ:siz/. However, sometimes there are exceptions. For example, the plural form of the singular noun 'bath' /baθ/, is 'baths' /baðz/ not /baθs/ as it is expected to be because the final sound /θ/ is voiceless. The reason may be that the /θ/ sound changes into /ð/ sound when the word /baðz/ is pluralized; accordingly, the sound of the plural suffix /s/ is changed to be /z/ instead of /s/. On the other hand, the plural form of the singular word 'month' /mʌnθ/ is ‘months’ /mʌnθs/ not
In some cases, the sound of the final letter of a noun changes from voiceless in the singular form to the voiced sound in the plural form; as in 'wife' /waif/ to 'wives' /waivz/ and 'leaf' /l:f/ to leaves /li:vz/. It is clearly seen that the plural suffixes of these words are changed from /s/ to /z/. However, the plural form of the singular noun belief /bili:f/ is 'beliefs' /bili:fs/ not /bili:vz/ as is expected to be. Sometimes, when the singular noun ends in /s/, it changes to /z/ before applying the /iz/ sound rule, as in house /haus/ sg and houses /hauziz/ Pl.

2.3.1.4 Sounds of English Language Past Suffix (-ed) of Regular Verbs

There are, also, three sounds for the past suffix (-ed) of English language regular verbs which are: /-t/, /-d/ and /-id/. The use of these sounds depends on the last sound of the verb. If the verb ends with a voiceless consonant other than (t), then the suffix (-ed) is pronounced /t/ as in ‘looked’ /lukt/. If the verb ends with a voiced consonant sound other than (d), the suffix (-ed) is pronounced /d/, as in listened /lisnd/. The third sound /-id/ is used when (-ed) is attached to a verb ending with the consonant sound /t/ or /d/, as in ‘wanted’ /wɒntid/ and ‘divided’ /divaidid/.

2.3.1.5 Silent Letters in English Language Words

In English language, sometimes, there is one or more letters written but not spoken. These letters are called silent letters. In fact, rules governs the non-pronunciation of these letters are not always, perfectly, predictable in all cases. However, generally, the letter 'k' is not pronounced when it comes initially before the letter 'n' as in ‘kneel’/ni:l/ and 'knight' /nai:t/ respectively. Similarly, when the letter 'w' comes before the letter 'r', also, is not pronounced as in ‘write’ /rai:t/ and ‘wrong’ /rɒŋ/. But when the letter 'w' comes initially in a word before the letter 'h', is sometimes pronounced and sometimes not; as in ‘wheel’ /wi:l/, ‘when’ /wen/ and ‘ who’ /hu:/, ‘whole’ /həʊl/. In the first group the letter /w/ is pronounced; while the same letter becomes silent in the second group; instead, the letter 'h' is pronounced.
Again, in the words, ‘weigh’ /wei/ and ‘laugh’ /laːf/, the letters 'g' and 'h' become silent in the word ‘weigh’ and they are pronounced /f/ in the word ‘laugh’. The letter ‘r’, on the other hand, is pronounced if it comes before a vowel, as in 'road' /rəud/ , falls between two vowels as in 'varied' /vaːrid/ , or comes at the end of a word followed by a word beginning with a vowel sound as in’ your apple’ /juːræpl/. However, 'r' is not pronounced when it comes before a consonant sound in the same word as in 'effort' /efət/ 'dark' /daːk/, 'teacher' /tiːʧə/ , and 'winter' /wintə/.

2.3.1.6 Consonant-Clusters and Syllabic Consonants in English Language

Consonant-clusters consist of more than one consonant sound pronounced together without splitting by a vowel; while syllabic consonants occur in the syllable in which no vowel is found.

In English language, consonant-clusters manifest in three positions in a word: initial, medial, and final. The initial position consonant-clusters can include two or three clusters coming initially in a word before a vowel; as in 'school' /skuːl/ , and 'spray' /sprei/. The medial consonant-clusters can include two up to four consonant sounds coming between two vowels in the same word; as in, factory /fæktrɪ/, employ /ɪmplɔɪ/ and extra /ekstrə/. The final position, also, can include two consonant-clusters up to four coming at the end of the word after a vowel; as in 'bent' /bɛnt/ , 'helped' /hɛld/ and prompts /prompts/. Accordingly, English language consonant-clusters have forms of (ccv-),(ccc-v-) in the initial position, (vcv-), (vcccc-), (vccccv-) in the medial position, and (-vcc), (-vccc), (-vcccc) in the final position.

It has been noticed that not all consonant-clusters in English language can take all positions in the same word. Roach, (2000: 72-76) ,fore example, puts the English language consonant -clusters in order according to their occurrence in a word by using the terms: pre- initial, initial and post- initial for those occur in initial position and the terms pre-final, final and post-final
for those manifest at the end of a word. In two initial consonant clusters there are two possibility of occurrence: in the first case, a word can begin with the letter (s) followed by plosives (p, t, k), fricative (f), or nasals (m, n), as in: /spin/, /stick/, /skin/, /sfīŋks/, /smel/ and /snōu/. In the other case, word can begin with one of plosives or fricative (f) followed by (r and sometimes l) as in/tri:/, /drΛm/, /fri:/, /prei/, /krai/, /flǽk/, /klok/, /gla:s/. In three initial consonant-clusters, one possible occurrence of clusters suggested by Roach (ibid) is the letter’s s’ followed by one of the plosives (p, t, k) followed by one of these letters (l, r, w, j). Examples given to some of them are: /split\, /str:m\, \skweə\ for . Similarly, the pre-final consonant in series of clusters can be (m, n, ƞ, or s). With exception to (h, r, w, j,) all other consonants can take the final position. The final cluster can or can not be followed by post-final clusters. Examples for these clusters are: /bent\, /pump\, /belt\, /a:sk\ for pre-final and final; while the examples beds /bedz\, backed /bæk\, /bagged\bæg\ for final and post-final. However, the plosives and fricative’s s’ often take the post-final position in the same word like helped /helpt\, next /nekst\, and prompts\prompts. Syllabic consonants in English language are usually made from the ending consonant ‘l’ or a nasal when the vowel is not found in a syllable. Examples for the words ending in ‘l’ are: 'bottle' /botl/, 'trouble' /trΛbl/, struggle /strΛɡ/. Examples for syllabic nasal are /listen/ /lisŋ/, happen /hæŋ/, seven /sevn/; however the other syllabic nasals are not workable.

2.3.1.2 Phonological System of Fur Language

2.3.1.2.1 Fur Language consonants

Table (2.9) consonant sounds of Fur language with examples

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example in Fur</th>
<th>Meaning in English L</th>
<th>Sound</th>
<th>Example in Fur</th>
<th>Meaning in English L</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>fōòro</td>
<td>Sweep</td>
<td>z</td>
<td>Zōnga</td>
<td>Cock</td>
</tr>
<tr>
<td>P</td>
<td>pààro</td>
<td>Country home</td>
<td>m</td>
<td>Màà</td>
<td>Lamb</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>--------------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>b</td>
<td>Bau</td>
<td>Axe</td>
<td>n</td>
<td>Nùùm</td>
<td>Snake</td>
</tr>
<tr>
<td>t</td>
<td>toN</td>
<td>House</td>
<td>ŋ</td>
<td>ṇàmirò</td>
<td>Spider</td>
</tr>
<tr>
<td>d</td>
<td>daùlàN</td>
<td>Shoe</td>
<td>N</td>
<td>Nààñ</td>
<td>Sand</td>
</tr>
<tr>
<td>k</td>
<td>kòòr</td>
<td>Spear</td>
<td>l</td>
<td>Lòò</td>
<td>Place</td>
</tr>
<tr>
<td>g</td>
<td>gààro</td>
<td>Fish (sp)</td>
<td>r</td>
<td>Ròò</td>
<td>River\ valley</td>
</tr>
<tr>
<td>j</td>
<td>Jùtà</td>
<td>Forest</td>
<td>w</td>
<td>Wùrà</td>
<td>Sheep</td>
</tr>
<tr>
<td>s</td>
<td>Sààr</td>
<td>Sword</td>
<td>y</td>
<td>Yè</td>
<td>Yes</td>
</tr>
<tr>
<td>(h)</td>
<td>Hòò</td>
<td>Useless</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (2.10) chart of Fur language consonant phonemes

<table>
<thead>
<tr>
<th>Manner of articulation</th>
<th>Voice</th>
<th>Place of articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>labial</td>
<td>Dental/alveolar</td>
</tr>
<tr>
<td>Plosive</td>
<td></td>
<td>Palatal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>velar</td>
</tr>
<tr>
<td>+ved</td>
<td>b</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g</td>
</tr>
<tr>
<td>Fricative</td>
<td>-ved</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(h)</td>
</tr>
<tr>
<td></td>
<td>+ved</td>
<td>/z/</td>
</tr>
<tr>
<td>Nasal</td>
<td>+ved</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ŋ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Lateral</td>
<td>+ved</td>
<td>l</td>
</tr>
<tr>
<td>Tap</td>
<td>+ved</td>
<td>r</td>
</tr>
</tbody>
</table>

Copied from Angelika (1983:45)
2.3.1.2.2 Fur Language Vowels and Diphthongs

Table (2.11) Vowel sounds of Fur language with examples

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Example in Fur language</th>
<th>Meaning in English language</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>\diyo\</td>
<td>Stomach</td>
</tr>
<tr>
<td>ii</td>
<td>\diito\</td>
<td>Stone</td>
</tr>
<tr>
<td>e</td>
<td>\leel/</td>
<td>Donkey</td>
</tr>
<tr>
<td>a</td>
<td>\fatta\</td>
<td>White</td>
</tr>
<tr>
<td>aa</td>
<td>\saare\</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>o</td>
<td>\doga\</td>
<td>Hen</td>
</tr>
<tr>
<td>oo</td>
<td>\too\</td>
<td>Day (light)</td>
</tr>
<tr>
<td>u</td>
<td>\Suul\</td>
<td>Smoke</td>
</tr>
<tr>
<td>uu</td>
<td>\duul\</td>
<td>Eagle</td>
</tr>
<tr>
<td>Λ</td>
<td>\jΛm</td>
<td>You (sg) eat</td>
</tr>
<tr>
<td>ð</td>
<td>\ditðn\</td>
<td>Elder sister</td>
</tr>
</tbody>
</table>

Table (2.12) Chart of Fur language vowels

\[ \begin{array}{cc} 
\text{ii} & \text{uu} \\
\text{i} & \text{u} \\
\text{u} & \text{oo} \\
\text{/e/} & \text{o} \\
\text{aa} & \text{a} 
\end{array} \]

Modified from Angelika (1983: 43)

Table (2.13) Diphthongs sounds of Fur language with examples

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example in Fur</th>
<th>Meaning in English</th>
</tr>
</thead>
</table>

48
It is important to mention here that Angelika (1983) states the existence of short, long vowels and diphthongs in Fur language. However, Omar (2003), in his M. A. (unpublished) thesis, has confirmed the existence of triphthongs in Fur language. He has shown series of pronunciation for the Fur word ‘dei’ with different degrees of tone; as evidence that the word (dēi) with a high tone can produce the diphthong /ai/. In this case it means 'he goat'. When the tone is low (èi), it can produce the diphthong /ei/ and here it means (ant) an insect. The middle tone (dēi) can produce the diphthong (e∂) which means (oil).

The same word can produce a triphthong sound if is pronounced with a combination of low and high tone; as in /dāi∂/ which means grass. Haroon, A. (2003, 2008) the native speaker of the language, also confirmed the existence of long and short vowels, without mentioning the existence of either diphthongs of triphthongs, in his unpublished two theses; M.A (2003) and PhD (2008), written in Arabic about "The influence of the Fur language Sound System in Learning Standard Arabic in Dar Fur'. Angelika's (1983: 43-46) on the other hand, confirms the nature of long, short vowels and diphthongs in Fur language. She states the following observations:

i- As the results of metathesis the long vowels could be "split up into two short vowels. Therefore, I analyse all long vowels as ‘biphonemic’, i.e. as a sequence of two short vowels.’’ These are some of her examples in the area of verbs: eg:

<table>
<thead>
<tr>
<th>/i∂\</th>
<th>/i∂\</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>/au\</td>
<td>/bau\</td>
<td>Axe</td>
</tr>
<tr>
<td>/ai\</td>
<td>/bian\</td>
<td>Elder brother</td>
</tr>
<tr>
<td>/oι\</td>
<td>/toi\</td>
<td>Old woman</td>
</tr>
<tr>
<td>/eι\</td>
<td>/dēiN\</td>
<td>Thorn</td>
</tr>
</tbody>
</table>
tèrè (3 sg.pf) ètèr (1 sg.pf) forge
rààN (3 sg.pf) àràN (1 sg.pf) take out
òòN (3 sg.pf) òòN (1 sg.pf) sleep

ii- Similarly, she (ibid) has split up the diphthongs, explaining that “Since diphthongs also split up in metathesis, they are also analysed as bi phonemic vowel sequence.” Here are some of her examples:
rie (3 sg.pf) ire (1 sg. Pf) snatch
bau (3 sg.pf) abu (1 sg.pf) carry or take
luo (3 sg.pf) ulo (1 sg.pf) follow

So, according to Angelika’s analysis the short vowel is the basic element in For language vowel sound system. However, all of her examples have been taken from the area of verbs in which metathesis occurs frequently. Therefore, this finding can not be taken as grantee because till now the sounds production of For language native speakers are not deeply described in terms of spectrograms on one hand, and there is variation in the sets of symbols which have been used to represent these sounds on the other hand.

Again linguists who had interest in studying For language such as Meinhof (1917: 18), Jernudd (1968) and Beaton (1969) have shown the existence of short, long vowels and diphthongs as independent constructions in For language. Even Angelika (1983: 49), has agreed that some of Fur language vowel sequences form diphthongs, "...all other occurring vowel sequences are diphthongized, i.e. there is a gliding transition from the first to the second vowel and from the first to the second tone." So, one can say that short, long vowels and diphthongs manifest in Fur language but it is not easy to say the same for triphthongs. Because with exception to what has been mentioned before by Omar (2003), all other occurring diphthongs can not be triphthongized.
2.3.1.2.3 Plural Suffix of For Language Regular Nouns

Generally, Fur language has two types of suffixes for forming plurality: '-a' after consonant sounds as in the word: 'lel' is the singular form = donkey, the plural form is 'lela' = donkeys; and ‘Na’ after vowels as in the word’ murta’ is the singular form= horse, the plural form is murtaNa = horses.

However, a few Cvv nouns take the plural suffix (ta- high tone) such as’ rèì’ = field, rèitá =fields; ròò =valley ròòtá =vallies. There are, also, some nouns take the suffix (-i), such as 'kòòr' means spear, the pl form is kòòrí =spears, and núùm =mouse, the plural form is kùùmí =mice.

Another regular plural marker is the prefix (k-). This prefix is used to replace the initial /d- / or /n-/ in a singular noun, as in: dagi = tooth,'kagi = teeth; nuŋi = eye, kuŋi = eyes; di̊lo = ear, kilo = ears. Most of these words denote parts of the body; however, Angelika (1983) estimated them as about (20%) of all nouns.

2.3.1.2.4 Past Suffix of For Language Regular Verbs

The Fur language verbal system is quite complicated; because verbs in Fur language fall into a variety of conjugations. There are three tenses in Fur language: present, perfect, and future. The aspect is distinguished in the past tense. Perfect (past) suffixes of Fur language are (-o), (-a) and (-i); their tones vary according to the verbal class. In fact, the tense suffix and the plural suffix are not predictable from phonological structure of the verbal root. In Fur language the perfect verbs of the third person singular (3rd.sg) and the third person plural (3rd.pl) are formed as follows

Table (2.14) Past suffixes of Fur regular verbs

<table>
<thead>
<tr>
<th>Verbal root</th>
<th>3sg suffix</th>
<th>3pl suffix</th>
<th>Meaning of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>u-</td>
<td>u-i = ui</td>
<td>ui-e = uiè</td>
<td>Milk</td>
</tr>
<tr>
<td>l-</td>
<td>l-o = luô</td>
<td>luô-ul = luul</td>
<td>follow</td>
</tr>
<tr>
<td>iw-</td>
<td>iw -i = iwi</td>
<td>iwi-i-e = iwie</td>
<td>learn</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>bat-</td>
<td>bet-a = beta</td>
<td>beta -e = beta</td>
<td>cut</td>
</tr>
</tbody>
</table>

However, what suffix that pronounced usually depends on the individual judgment rather than a specific rule which makes the pronunciation of Fur verbs is unpredictable to some extent. The researcher thinks that this phenomenon may due to the variation in Fur language dialects. For example,

**2.3.1.2.5 Silent letters in For Language**

Each consonant letter in Fur language is pronounced. Recent trials (2000-2002) of creating written form for Fur language, also, show that every letter in the written word is pronounced. For example: ki Kòò= we arrived. kwè jaràs tààn = The boy rang the bell.

Therefore, silent letters are absent in Fur language.

**2.3.1.2.6 Consonant – Clusters in Fur Language**

In Fur language consonant – clusters that restricted to the definition of the term are not found. However, there are some cases in which two consonants can occur in one word or combination of two words. Here are some examples:

Words denoting colours, usually consist of double consonants in medial position as in, fukka (vlccv) = 'red', fatta (cvccv) = 'white', kurra (cvccv)= yellow. Some words of foreign origin consist of consonant – clusters or double consonant, as in: Grinti (ccv.ccv) = 'hippopotamus', abdarga (vccvcv) = a type of snakes, and jamma (cvccvvc) = 'nice'.

It has been noticed that all these words are borrowed from Arabic language, in which some of them are non-consonant-clusters. According to Arabic language, the Fur word qrinti (ccvccv) in Arabic language is pronounced qirinti (cvcccv); while the Fur word abdārgā (vccvccv) is
pronounced in Arabic language abudarag (vcvcvcvc); the FOR word jammail (cvccvc) in Arabic language is pronounced jamiil (cvvcv).

Another case of Fur consonant-clusters is the existence of two words in some sort of collocation; some of them may be due to the lack of prepositional words in Fur language, as in:

LeliNtààr (cvccvcvc) = the leg of the cock.
wuriN + dààli (cvccvcvcv) = The tongue of the sheep.

2.3.1.3 Phonological System of Arabic Language

2.3.1.3.1 Arabic Language Consonants

Table (2.15) Consonant sounds in Arabic language with examples

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Example</th>
<th>Consonant</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>?anaa</td>
<td>§</td>
<td>Sabaah</td>
</tr>
<tr>
<td>b</td>
<td>baab</td>
<td>j</td>
<td>jamal</td>
</tr>
<tr>
<td>d</td>
<td>daar</td>
<td>f</td>
<td>fajar</td>
</tr>
<tr>
<td>t</td>
<td>Taaj</td>
<td>ʁ</td>
<td>ʁanam</td>
</tr>
<tr>
<td>d</td>
<td>ḍarab</td>
<td>x</td>
<td>xaaf</td>
</tr>
<tr>
<td>ŋ</td>
<td>ŋawla</td>
<td>9</td>
<td>9araba</td>
</tr>
<tr>
<td>K</td>
<td>Kursii</td>
<td>h</td>
<td>himaar</td>
</tr>
<tr>
<td>q</td>
<td>Qalam</td>
<td>h</td>
<td>hilaal</td>
</tr>
<tr>
<td>f</td>
<td>Faʔr</td>
<td>m</td>
<td>maṭar</td>
</tr>
<tr>
<td>δ</td>
<td>ḍanb</td>
<td>n</td>
<td>nawm</td>
</tr>
<tr>
<td>θ</td>
<td>θawr</td>
<td>l</td>
<td>layl</td>
</tr>
<tr>
<td>z</td>
<td>zahra</td>
<td>w</td>
<td>walad</td>
</tr>
<tr>
<td>s</td>
<td>Salaam</td>
<td>r</td>
<td>riηh</td>
</tr>
<tr>
<td>z</td>
<td>zahara</td>
<td>j</td>
<td>jawm</td>
</tr>
</tbody>
</table>

Table (2.16) Chart of Arabic language consonant sounds
<table>
<thead>
<tr>
<th>Manner</th>
<th>Voiced</th>
<th>Labial</th>
<th>Ladino dental</th>
<th>Interdentally</th>
<th>Dental plain</th>
<th>Alveolar or emphaticy</th>
<th>Post alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Pharyngeal</th>
<th>Goloatal</th>
</tr>
</thead>
<tbody>
<tr>
<td>plosive</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>ء أ؟</td>
</tr>
<tr>
<td>Fricative</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>ك غ خ ع ح ه</td>
</tr>
<tr>
<td>Nasal</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>م ن</td>
</tr>
<tr>
<td>Lateral</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>ل</td>
</tr>
<tr>
<td>Trill</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>ر</td>
</tr>
<tr>
<td>Approximant</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>و ي</td>
</tr>
</tbody>
</table>

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2.3.1.3.2 Arabic Language Vowels and Diphthongs

Table (2.17) Arabic language vowels and diphthongs with examples

<table>
<thead>
<tr>
<th>sound</th>
<th>Examples</th>
<th>sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>\jamiil\ beautiful</td>
<td>i</td>
<td>\bint\ girl</td>
</tr>
<tr>
<td>aa</td>
<td>\taalib\ student</td>
<td>a</td>
<td>\walad \ boy</td>
</tr>
<tr>
<td>uu</td>
<td>\nuur/ light</td>
<td>u</td>
<td>\kutub\ books</td>
</tr>
<tr>
<td>au</td>
<td>yawm \ day</td>
<td>ai</td>
<td>\layl \ night</td>
</tr>
</tbody>
</table>

Table (2.18) Chart of Arabic vowels

ii               uu
I     u
aa/a

54
2.3.1.3.3 Plural Suffix of Arabic Language Regular Nouns

The plural suffixes of Arabic language regular nouns are of two types: masculine plural suffix and feminine plural suffix. Each one of them inflects for two cases: the normative (subject case) and the oblique (object case); whereas the plural suffixes of Arabic language dual inflect for case but not for gender. The plural ending (suffix) of masculine noun is either (-uun) or (-uu) in case of subject, as in ‘Muslim’ (sg), ‘muslimuun’ or ‘muslimuu’ (pl); whereas in case of object, the plural suffix of the same Arabic singular word ‘Muslim’ is either (-iiin) as in ‘muslimiin’ or (-ii) as in ‘muslimii’. On the other hand, the plural suffix of feminine regular nouns including the gender marker (t) is (-aat); as in ‘muslima’ (sg), ‘muslimaat’ (pl). Dual suffixes of Arabic language noun are: (-aan) in case of subject as in ‘walaad’ (sg) ‘walaadaan’ (dual subject) and (-ay) in case of object as in ‘walaadayn’ (dual object). The same is true for dual feminine; ‘bint’ (sg) ‘bintaan’ (dual subject) and ‘bintayn’ (dual object).

2.3.1.3.4 Past Suffixes of Arabic language Regular Verbs

Most of Arabic verbs are regular and follow the patterns below.

Table (2.19) Past suffixes of Arabic language regular verbs

(Perfect) the stem is /katab/

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; (sg)</th>
<th>Stem +(- tu) katabtu</th>
<th>1 wrote</th>
</tr>
</thead>
<tbody>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; (sg)</td>
<td>Masculine</td>
<td>Stem +(- ta) katabta</td>
</tr>
<tr>
<td>feminine</td>
<td>Stem +(-ti) katabti</td>
<td>You wrote</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; (sg)</td>
<td>Masculine</td>
<td>Stem +(-ta) kataba</td>
</tr>
<tr>
<td>feminine</td>
<td>Stem +(-at) katabat</td>
<td>She wrote</td>
</tr>
<tr>
<td>Dual 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Masculine</td>
<td>Stem +(-tumaa) katabtumaa</td>
</tr>
<tr>
<td>feminine</td>
<td>Stem +(-aa) katabaa</td>
<td>You wrote</td>
</tr>
<tr>
<td>Dual 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Masculine</td>
<td>Stem +(-aa) katabaa</td>
</tr>
<tr>
<td>Feminine</td>
<td>Stem + (-ataa) katabataa</td>
<td>They wrote</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; (pl)</td>
<td>Masculine feminine</td>
<td>Stem +(- naa) katabnaa</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; (pl)</td>
<td>Masculine feminine</td>
<td>Stem +( -tum) katabtum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stem +(- tuna) katabtuna</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; (pl)</td>
<td>Masculine feminine</td>
<td>Stem +(- uu) katabuu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stem +(- na) katabna</td>
</tr>
</tbody>
</table>

Copied from wikipedia free encyclopedia

In the examples above the subject is apart of the verb, but when the past form of the verb comes independently from the subject, it usually takes one suffix (-a) in all cases, eg;

kataba al waladu    (The boy wrote.)
Kataba al ?awlaadu.(The boys wrote.)
Katabat al bintu.    (The girl wrote.)
Katabat al banaat.   (The girls wrote.)

2.3.1.3.5 Arabic Language Silent Letters

There are some languages that do not have silent letters in their word structure; in the sense that every letter in a word is usually pronounced. Arabic language is one of them. However in 'Holly Quran' there are some letters that are not pronounced, which are considered by the researcher as special cases that will not be discussed here. The elision of the (а-) definite article (al = the) is the other case. It is often used when the Arabic definite (al) comes initially in an utterance begins with the Arabic language letters: b, f, m or between words, as in: ‘alфams = the sun’ is pronounced ‘фams’, ‘Baytu-al mudiiir = the house of the head master’ is pronounced ‘bay - tul - mudiiri.'
2.3.1.3.6 Arabic Language Consonant-Clusters

Arabic language has two kinds of syllables: open syllables (cv-) and (cvv-), and closed syllables (cvc), (cvvc) and (cvcc). Every syllable begins with consonants, as in:

<table>
<thead>
<tr>
<th>Arabic Consonant-Clusters</th>
<th>English Meaning</th>
<th>Arabic Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taam</td>
<td>complete</td>
<td>taktib (writer)</td>
</tr>
<tr>
<td>Cvc</td>
<td>cvccvc</td>
<td></td>
</tr>
<tr>
<td>yafrab</td>
<td>he drink's</td>
<td>Šaara (it became)</td>
</tr>
<tr>
<td>Cvc cvccvc</td>
<td>cvcv</td>
<td></td>
</tr>
<tr>
<td>ḍanb</td>
<td>sin</td>
<td>dam (blood)</td>
</tr>
<tr>
<td>Cvc cvcc</td>
<td>cv</td>
<td></td>
</tr>
</tbody>
</table>

Thus the examples above show that standard Arabic does not permit initial consonant clusters, or more than two consecutive consonants in other positions (i.e. medial and final).

2.3.1.4 Contrastive Analysis of the Languages Phonological Systems

2.3.1.4.1 Differences between English, Fur and Arabic consonants

Table (2.20) Differences between English, Fur and Arabic languages consonantal systems

<table>
<thead>
<tr>
<th>English Consonants</th>
<th>Fur</th>
<th>Arabic Consonants</th>
<th>English Consonants</th>
<th>Fur</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>+</td>
<td>+</td>
<td>f</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>p</td>
<td>+</td>
<td>_</td>
<td>v</td>
<td>_</td>
<td>_</td>
</tr>
</tbody>
</table>
Notes:

(+) indicates the existence of the phoneme in a language
(-) indicates the absence of the phoneme in a language

The table (2.19) shows that English phonemes (v, θ, δ, tʃ, ʃ, ʒ) do not exist in Fur language. So they may be a problematic area to EFL Fur students. Whereas the English phoneme sounds (tʃ, ʃ, ʒ) do exist both in Arabic and English languages. Again, this area doesn't help EFL Fur students to make positive transfer from their L2 Arabic.

2.3.1.4.2 Differences between English, Fur and Arabic language Vowels and Diphthongs

Table (2.21) Differences between English, Fur and Arabic languages vowel and diphthong systems
The table (2.20) shows that with exception to the English sounds /3ː/, /ɛə/, /ʊə/ all other sounds are found in Fur language. However, “the wide range of optional vowel realizations” as it said by Anglika (1983:47) may not make these features most effective. Because, unlike English language, in Fur language one vowel can have more than one place of articulation; for example, the vowel \i\ in Fur language is articulated as slightly raised [i], open [ı] or mid-high [e]. (ibid: 47). On the other hand, all English vowels and diphthongs above are not found in Arabic language.

### 2.3.1.4.3 Differences in pronouncing English, Fur and Arabic Languages

**Plural suffixes of regular Nouns**

All the three languages mentioned above have plural suffixes added to their regular nouns. However the problem is that in Fur language and Arabic language the suffix does not change its pronunciation when it is added to nouns of different final consonants but in English language it does. For example, the English plural suffix (-s) is pronounced /s/ when the final consonant of the noun is voiceless, as in ‘hats’ \hæts\, /z/ when attached to a noun ending with a voiced consonant, as in ‘dogs’ \dɔɡz\, and /iz/ when attached to a noun ending with fricatives or affricates, as in ‘courses’
These differences and inconsistency of the rules usage may produce pronunciation problems to EFL Fur students. Therefore, it is expected that the students may transfer their previously acquired language rules and usage in pronouncing the plural forms of English regular nouns.

However, the sound /z/ is rare in Fur language, while the sound /s/ is popular; so, Fur students may substitute /z/ with /s/ producing errors like /ˈɔːms/ instead of English correct pronunciation /ˈɔː:mz/.

2.3.1.4.4 Differences in Pronouncing English, Fur and Arabic Languages
Past Suffixes of Regular Verbs

All the three languages have suffix markers for past tense; however, the rules govern the pronunciation of these suffixes are quite different. In Fur language past suffixes (i,o,a) of regular verbs are vowels followed complicated and unpredictable rules of attachment to the verb, hence unpredictable rules of pronunciation. For example, the same root of the verb ‘u’ can be associated with the past suffixes of the third singular person \\ui\, \\uo\ or with the past suffixes of the third plural person \-ie\, \-oe\ to mean milked and built a fence respectively. However in English the regular verb suffix (\-ed) is, normally, ends with a specific consonant sound which makes the rule govern its pronunciation is more restrictive. That is,(\-ed) is pronounced \t\ with a voiceless ending verb as in looked \lukt\, \d\ with a voiced ending verb, as in listened \lisnd\, and \id\ with verb ending in a consonant either ‘t’ or ‘d’ as in pointed \pɔɪntid\ and decided \disaidid\ respectively. The Fur students' L2 Arabic language past suffix of regular verb is, also, different. In most cases the past suffix of the verb is \-a\ as in \dahaba\ means ‘He went.’ and \dahabat\ means ‘She went.’ However, the pronunciation of the past suffix in Arabic language is usually subjected to gender discriminations which is absent in Fur language. Therefore, in some cases there in no an obvious past verb marker attached to the regular verb. For example, the verb root \katab\ is pronounced \katabuu\ with the masculine
third person plural pronoun, and \katabna\ with the feminine third person plural pronoun.

As it has been seen the past verb of EFL Fur students’ previously acquired languages usually ends in vowel while English past verb always ends in consonant; so it may be difficult for the students to pronounce the English (-t), (-d) suffixes. As the result, errors of pronunciation such as looked /*lukit/ or \lukid\ instead of the correct pronunciation /lukt/ is always heard.

2.3.1.4.5 Differences in Pronouncing Silent Letters in English, Fur and Arabic Languages

The phenomenon of silent letters in English language shows the influence of English spelling on pronunciation. In other words, these silent letters in English language are written but not pronounced. However, in the students L1 and L2 all letters stand directly for their sounds. Therefore, EFL Fur students attempt to pronounce English words using the same phonetic methodology as in their L1 or L2 producing errors. For example, the English word whistle /wisl/ may be pronounced by the student as /whistl/, /wistl/ or /histl/. Thus pronunciation of English silent letters is a problematic area for EFL Fur students.

2.3.1.4.6 Differences in Pronouncing Consonant-Clusters in English, Fur and Arabic languages

English has far more consonant clusters than Fur language and Arabic language as well. In Fur language consonant sequences only occur in medial position, however initial position is also, found in the loan words from Arabic language, e.g. /•r/ in ‘grinti’ means 'hippopotamus'. Even in Arabic language some of English initial two-segment clusters, such as pr, pl, θr, θw and sp do not exist. Therefore, the EFL Fur students’ L2 is not helpful in this area. The three or more initial, medial or final consonant clusters are entirely absent in Fur and Arabic languages. So, EFL Fur students face challenge to pronounce
the three-segmental clusters appearing at the beginning of words such as, (spr-) in \spriη\, (skr-) in s \skri:m\, (str-) in \stri:t\,( spl-) in \split\ and the four segmental clusters such as( -mpts) in \pumpts\, (-ifths) in \fifθs\ and (-ksts) in \teksts\ appearing at the end of English words. Thus EFL Fur students tend to insert short vowels to make their pronunciation easy, as in \iskuweə\ for the English word square \skweə\ and /nekist\ for the English word next /nekst/.

Therefore, pronunciation of English consonant clusters is a big challenge faces EFL Fur students.

2.3.2 Grammatical System of English and Fur Languages

2.3.2.1 Grammatical System of English Language

2.3.2.1.1 English Language Determiners

In contemporary English determiners are words operating as modifiers in the structure of a noun phrase. A determiner can occur immediately before the head word in the absence of adjectives, but if there are adjectives associated with the head noun then the determiners can occupy a pre-adjectival position.

(i) Classification of English Language Determiners

In terms of position, English determiners can be divided into three: pre-determiners, central determiners and post determiners.

Pre-determiners occur before central determiner in the noun phrase. The most common words that can occupy the position of pre-determiners are: definite quantifiers like: half, both, twice, double, all, such a, what a, and fractions like one-third, three times…etc.

Central determiners occur after pre-determiners and before the post determiners. They include items like articles, demonstratives, possessives, interrogatives, specifying genitives, every, each, enough, less, much, no, either, neither.

Post determiners occur after central determiner in the structure of a noun phrase. Cardinal and ordinal numbers, general ordinals and quantifiers are typically examples of them.
ii. Restrictions of English Language Determiners Co-occurrence

Restrictions of pre-determiners co-occurrence are of five phases. Pre-determiners only occur before articles, demonstratives and possessives are: half and all, e.g.

1. Half (a, this, that, my) book
2. Half (the, those, these, your) books

Pre-determiners can be followed by the definite article 'the' but not by the indefinite article 'a/an', are: all, both, and double, e.g.

3. All the chairs are there.
4. Both the chairs are these.
5. Double the amount is yours.

Pre-determiners ‘all ‘and ‘both’ can occur after the head noun as well as before it; however, before the head is more popular, e.g.

6. The students all passed the exam. Or. All the students passed the exam.
7. The two children were both hungry. Or. Both the two children were hungry.

Fractions as pre-determiners are usually followed by determiners with alternative ‘of- construction’, e.g.

8. One-third of the time is lost.

Two or more pre-determiners can not co-occur in the structure of the same noun phrase, e.g. the sentence ‘*All both these bags are mine.’ is incorrect. It should be;

9. All these bags are mine. Or. Both these bags are mine.

Concerning central determiners, within the group, two elements can not co-occur in the same noun phrase, e.g. ‘*The my book is there.’ is not correct. It should be;

Most of central determiners can precede the post determiners. For example, the definite article, demonstrative pronouns, possessive pronouns and specifying genitive can be followed by cardinal and ordinal numbers, e.g. 11. The first car is mine. 12. These insects are poisonous. 13. This book is her first trial. 14. All his three books are on the table.

However, indefinite articles ‘a/an’ cannot precede post determiners. All pronouns and the definite article ‘the’ cannot occur before indefinite quantifiers. The word ‘enough’ cannot be preceded by a pre-determiner or followed by a post determiner.

Post determiners, on the other hand, are not mutually exclusive as in the cases of pre- and central determiners. That means, sometimes two post determiner items can co-occur in the same noun phrase, such as: 15. I want some more sugar. 16. Give me one more drink. 17. There are many other problems need to be solved.

Generally speaking, post determiners usually co-occur in a fixed order, unless a specific meaning is intended. For example, in normal situation, the ordinal number usually precedes the cardinal number, e.g.:
18. The last two weeks are miserable for me. However, the order can be reversed to bring focus in such matter, as in; 19. The other three men are stranger. Or .The three other men are stranger. In the first sentence, the focus is on ‘other’ while in the second sentence, the focus is on the number’ three.’

Concerning the order of distribution among determiners, some of post determiners words can be preceded by words from central determiners, while the others can not, e.g.
20. It is the last attempt to win the game. But not, (*They made the several attempts to win the game.)
Table (2.22) English Language determiners

<table>
<thead>
<tr>
<th>Pre determiners</th>
<th>Central determiners</th>
<th>Post determiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>all, both, half,</td>
<td>article, , possessives, interrogatives, specifying</td>
<td>Cardinals, ordinals,</td>
</tr>
<tr>
<td>double, twice, what</td>
<td>genitives, indefinite pronouns, either, neither,</td>
<td>general ordinals,</td>
</tr>
<tr>
<td>a, such a,</td>
<td>enough, much</td>
<td>quantifiers, other, own,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>same, such</td>
</tr>
</tbody>
</table>

Copied from, Aarts and Aarts (1988)

(iii) Distribution of English Language Determiners within the Noun Phrase structure

Leech (1979: 97) has subjected the distribution of English language determiners to the noun classes:

“...three classes of common nouns relevant to the choice of determiners are: ...singular count nouns ... (bottle), plural count nouns ... (bottles), and mass nouns ... (music). Proper nouns normally take no determiners”.

Therefore, each sub-class of determiners will be discussed in terms of their occurrence together with the head noun.

Pre-determiners can be classified into four classes:

The first class consists of all, both and half. 'All' goes with plural count or mass nouns, such as:

21. All these books are valuable.
22. All the water is in that pot.
'Both' goes with plural count nouns only, such as:
23. Both (the) books are there.

'Half' goes with singular, plural and mass nouns, such as:
24. I will be ready in half a minute.
25. Half the students are absent today.
26. Half the food is starting to go rotten.

The second class consists of: double, and multiple times. They are usually used with singular, plural, and mass nouns when denoting amount, or degree of something, such as:
27. This machine has the double advantage of being easy to use and cheap.
28. They want at least three times their salaries.
29. This plan would cost twice this amount of money.

The third class is fractions (one-third, two sixth, etc.). They can be used with the three types of nouns (singular, plural, mass) when they are in their alternative ‘of- construction’, such as:
30. Three quarters (of) this apple is rotten.
31. One-third (of) the time is lost in nonsense argument.
32. Two-fifth (of) the people has been lost.

The last class consists of: ‘what a’ and ‘such a’. These pre-determiners occur before the singular count nouns and plural or mass nouns when the indefinite is dropped, e.g.:
33. What a man!
34. Such a beautiful girl!
35. Such wonderful pictures!
36. What awful weather!

A number of linguists, Leech (1979: 97) is one of them, consider central determiners as the most important category. "The most important category is that of central determiners, including articles". Thus, the existence of articles within the members of this group makes it the most important one. Central determiners form six groups:
The first group can be used with the three classes of nouns (singular, plural and mass nouns). This group includes the definite article ‘the’, possessives, interrogatives, the negative particle ‘no’, and the genitive construction functioning as a possessive determiner, e.g.

37. I've lost the/ pen/ books/ money.
38. I have lost my /pen/ book/ money.
39. Whose pen/ books/ money did you borrow?
40. There is no book on that table.
41. I have no plans to do this work.
42. There is no information about it.
43. The thief stole my father's car.
44. I met my mother’s friends.
45. He stole the girl's money.

The second group can be used with plural or mass count nouns only; zero article, and enough. When the plural count noun is a specific or a generic indefinite, no article is used. For example:

46. We saw tigers in cages. (Specific indefinite)
47. Tigers are dangerous animals. (Generic indefinite)

Definiteness and number, also, are not relevant to generic reference when the noun is non-count (i.e. mass), e.g.:

48. Music can be learned.
49. They need help from us.

The central determiner enough is used with plural count or mass nouns, e.g.

50. We haven't got enough apples/enough rice.

The third group consists of determiners used with singular or mass count nouns only. This group includes singular demonstrative pronouns, e.g.:

51. This/that orange is delicious.
52. This/that cheese is nasty.
The fourth group includes determiners used with singular count nouns only, such as: indefinite articles a/an, every, each, either, and neither, e.g.

53. Give me an orange.
54. I saw a lion last week.
55. He comes here everyday.
56. She tries to read each book carefully.
57. Either solution is a bad one.
58. Neither answer is correct.

The fifth group includes determiners used with plural count nouns only. This group includes the plural forms of demonstrative pronouns: these and those.

59. These/those days, everything is expensive.

The sixth group consists of the determiner ‘much’ which is used with mass nouns only, e.g.

60. I've got much information from her.

Post determiners, on the other hand, have four main types: cardinal numbers, ordinal numbers, general ordinals and quantifiers.

Excluding the item one, which can occur only with singular count nouns, all other cardinal numerals occur only with plural count nouns. That means all cardinal numerals can not occur with non-count nouns, e.g.

61. There is one boy in the classroom.
62. There are four/fourteen boys in the classroom.

Ordinal numerals occur with count nouns both in singular and plural forms, e.g.

63. His third story is the best one.
64. The first pages of this book are very complicated.

General ordinals include items such as next, last, another, other, and Forther. They usually either precede or follow ordinal and cardinal numerals, within the structure of a noun phrase. Here are some examples:

65. His last/next two books cost a lot of money.
66. The other three passengers were missed.
67. Three other passengers were missed.

However the last two examples reveal differences in meaning between the two sentences resulted from the order of determiners within the structure of the noun phrase. For example, in the first sentence the term ‘the other three’ conveys the sense that, only three passengers were missed; but in the second sentence the term ‘three other’ gives the sense that there were passengers had been missed before these (three messengers).

This indicates that the order of determiners within the structure of the noun phrase, in English language, affects its meaning.

Quantifiers as determiners are used to show the indefinite quantity of something. However, as the other post determiners they have a wide range of collocation possibilities and restrictions. Concerning their occurrence in the structure of the noun phrase, quantifiers can be classified into four sub-classes:

Quantifiers occur with plural count nouns only. This class includes:

many, few and several, e.g.
68. I visited many places last year.
69. There are few people waiting for him.
70. Several cars were damaged in yesterday accident.

Qualifiers occur with not count nouns are much and little/ a little e.g.
71. Much cry, little wool!
72. He has done a little work.

It is worth to mention here that 'much' never follows other determiners, while ‘several’ rarely follows other determiners, e.g.
73. Two several more chairs are taken from here. But not ‘*The several more chairs are taken from here’.

Qualifiers occur with plural and not count nouns. Comparative determiners ‘more’ and ‘less’ are the two examples of this class. However, ‘less’ occurs with not count nouns only, e.g.
74. They need to buy more chairs.
75. Give me some more tea.
76. Less noise is heard here.

Phrases functioning as determiners denoting quantity are other type of quantifiers which includes ‘of-construction’ such as: plenty of’, a lot of, large number of, and a great deal of. The of-construction ‘plenty of’ can occur with both plural count and not count nouns; a lot of can occur with count and not count nouns as well; while those which are followed by the word ‘number’ can be used with plural count. The construction ‘a great deal of’, on the other hand, occurs with not count nouns only, e.g.

77. Plenty of students were there.
78. Plenty of food is wasted.
79. There was a lot of water in that pot.
80. There were a lot of people injured in the accident.
81. There were large numbers of cars.
82. He has a great deal of money.

It is clearly seen that no one of these constructions can be used with singular count nouns; this may be due to the fact that all of them have the sense of quantity.

2.3.1.1.2 English Language Prepositions

According to Quirk and Baum (1982: 143) a preposition is a word that shows a relation between two entities; prepositional complements and the other parts of the sentence. Yates (1999: v) defines the word preposition as”a word placed before a noun or pronoun to definite its relationship with another word in the sentence”. Therefore, the structure of a preposition phrase in English language consists of (preposition word +complement). This complement can be; a noun, wh-clause, or gerund, e.g.

1. The boy is in the room. (Noun phrase)
2. She was happy a bout what she heard. (Wh-clause)
3. Soap is used for washing. (Gerund clause)

An English preposition can be preceded by a verb to produce what so called by Jacob (1995) a prepositional verb phrase, e.g. UK stand for United Kingdom. In English language, there are not less than 150 prepositions. Some of them consist of one word which are called simple prepositions (e.g. on, in, at …etc) and others are of multi- word which are called complex (e.g. in front of, on top of). However, this study concentrates on some of the most frequent English prepositions which are considered as a problematic area for most of EFL learners, including EFL Fur speakers. Some of the most common prepositions that will be discussed in this study are the short ones, namely: at, on, in, of, to, from, with, by, for, and off. These prepositions will be classified into prepositions denoting: time and place, duration, possession and other relations, means of transport, and miscellaneous. Moreover, examples of the above prepositional phrases and combination of some parts of speech with them, also, will be discussed.

i. Prepositions denoting time and place in English Language

The short prepositions ‘at’, ‘on’, and ‘in’ are used for denoting dimensions of time as well as dimension of location. Prepositions ‘at’ and ‘on’ are used for expressing point of time while ‘in’ is used for expressing period of time.

Concerning the point of time, ‘at’ is used chiefly for time of clock or less; and with some phrases denoting specific time, e.g.

4. Every day I wake up at seven O’clock.
5. She is sleeping at this moment.
6. He often goes home at night /at midday/week end.

The preposition ‘on’ is used with days, a part of a day, and a date.

7. I visit my relatives on Fridays.
8. We arrived on Sunday morning.
9. We arrived on 4th s June.
Concerning the period of time, ‘in’ is used to indicate a period of time not specified to a certain point, to replace the preposition ‘on’ when a part of the day comes in the shape of phrase, and to replace the preposition ‘at’ when the reference is concerned with a period of night, e.g. 91.

10. My father will come home in May.
11. Every day I get up in the early morning and go to bed in the late night.
12. I wake up several times in the night. But; At night, I usually have the windows open. (During night)

As it said before the same prepositions (at, on, in,) can be served for denoting place dimensions. For example, ‘at’ is used for dimensionless area, with the building when generally mentioned as a place where some thing happens, when the place is mentioned as a point on a journey (cities, towns and villages), e.g.

13. I will meet you at the station. (The station is dimensionless area.)
14. My brother is a student at university. (University is a place where something happens.)
15. Our bus stopped at Kamleen. (Kamleen is a point in a journey.)

The preposition ‘on’ is used for expressing a two dimensional areas, surface, a place as a line, the number of the floor, e.g.

16. There is a roof on the hut. (‘On’ makes roof and hut a two-dimensional area.)
17. The picture is on the wall. (Wall is surface.)
18. Port Sudan is in on the coast of the Red sea. (Coast is a line)
19. I live in a flat on the second floor. (Second is the number of the floor).

The preposition ‘in’ is used for expressing a three-dimensional area, denoting place as an area, denoting the place itself, and denoting the name of the street, e.g. There are two beds in the room. (A three-dimensional area)

20. We went for a walk in the bank. (Bank as an area)
21. He has got a house in Al Fashir. (Al Fashir as a place)
22. He lives in Downing Street. (Name of street)
ii. Prepositions Denoting Duration and Other Relations in English Language

There are some English prepositions denoting duration and other relations; ‘from’ and ‘to’ are some of them.

The preposition ‘From’ is used for showing the starting point of something, the origin of somebody or something, material that something is made of, differences between things, and somebody’s views, e.g.
23. He was blind from birth. (Starting point of his blindness)
24. I’m from Sudan’. ‘Heat is from the sun.’ (Origin of somebody and something)
25. Steel is made from iron. (Material that something is made of)
26. This book is different from that book. (Differences between things)
27. From my point of view, it was the wrong decision.

The preposition ‘to’ is used for expressing; duration, direction, opposite, a relationship between one person or thing and another, attitudes, similarity, and possession, e.g.
28. She was going to London. (Direction)
29. How many dollars are there to the Sudanese pound? (Opposite)
30. She’s married to her cousin. (Relationship)
31. I prefer coffee to tea. (Attitudes)
32. Your handwriting is similar to mine. (Similarity)
33. This bag belongs to his father. (Possession)

Sometimes ‘from’ and ‘to’ are used together for starting and ending points of time. However for the long period, only ‘from’ is used, e.g.
34. The shop opens from 8.30 to 5.30 everyday. But; From 1980, the rules of Sudan were changed.

iii. Preposition Denoting Possession and other Relations in English Language

The English preposition denoting possession and other relations is ‘of’.

It is used for showing: something belonging to, relating to, or part of
something, the relationship between people, what something contains somebody or something as a part of the large group, measurement, and expression of time. It is, also, used after adjectives before mentioning the noun or the pronoun, e.g.
35. Clean the top of the cupboard! (Belonging to something)
36. The teachers have discussed the result of the exam. (Relating to something)
37. The boy has broken the leg of the table. (Part of something)
38. Yesterday I visited some of my friends. (Relationship between people)
39. This ring is made of silver. (What something contains)
40. Some of the people hate dancing. (Part of a large group)
41. Three of these houses are empty. (Part of a large group)
42. I bought 2 kilos of bananas. (Measurement)
43. She’s a girl of 12. (Expressing time)
44. I am afraid of the lion (Adjective before a noun)
45. I get rid of him. (Adjective before a pronoun)

iv. Prepositions Denoting Means of Transport in English Language

Prepositions denoting means of transport include by, on, and in. The preposition ‘by’ can be used with public transport when not preceded by possessives or articles. When the word denoting public transport is preceded by possessives or articles, ‘in’ is used with cars and ‘on’ with the other types of transport like bicycles, buses, trains, and planes. But for walking, on is used, e.g.
46. I traveled by car, ship, plane, bicycle. (Not preceded by possessives or articles)
47. I usually go to work in my car. (In + possessive)
48. I came here in a car. (In + article)
49. He went to the market on his bicycle. (On + possessive)
50. Did he go to Madani on the bus? (On + article)
51. Does he usually go to school on foot? (For walking)
v. Miscellaneous Prepositions Denoting Different Relations in English Language

This group will include the prepositional words: for, with, off, and by.

The English preposition ‘for’ can be used for many purposes some of them are to show; the person who will receive something, purpose or use, where somebody or something is going to, something used by a particular group, the price of something, the reason or cause, a length of time, a distance, function of something, e.g.

52. Here is a letter for you. (A person receives something)
53. Shall we have eggs for breakfast? (Purpose or use)
54. She set off for shopping (Somebody going)
55. Is this the bus for Kassala? (Something going)
56. This is a book for children. (A particular group)
57. She gave me her old T.V for nothing. (The price of something)
58. He is famous for painting. (Reason)
59. They were sent to prison for robbery. (Cause)
60. I’m going away for a few days. (Length of time)
61. He was in prison for 20 years. (He is not in prison now)
62. He has been in prison for 20 years. (He is still in prison)
63. They walked for ten miles. (Distance)
64. It’s a machine for slicing bread. (Function of some thing)

The preposition ‘with’ can be used for; showing the company or presence of some thing or somebody, Describing somebody or something, using some thing for doing things, paying some one attention, showing feelings or a attitudes, and expressing the cause of something, e.g.

65. She lives with her parents. (Company of somebody)
66. Could you put this book with the others? (Company of something)
67. I met the girl with the red hair. (Describing somebody)
68. She lives in the house with the big garden. (Describing something)
69. Cut it with a knife. (Using something for doing things)
70. Be careful with the glasses! (Paying some attention)
71. I don’t be angry with him. (Showing feelings)
72. I don’t agree with you. (Showing attitudes)
73. We were shivering with cold. (Cause of something)

The usage rules of the preposition ‘off’ include: showing distance in space, removing something, cancelling something, not functioning, and being down or away from a place, e.g.
74. I called him but he ran off. (Distance in space)
75. Take your coat off. (Removing something)
76. The meeting is off. (Cancelling something)
77. Make sure the TV is off. (Not functioning)
78. He fell off a bicycle. (Being down or away from something)

vi. Examples of Prepositional Phrases( on, in + time, and at, in +end ) in English Language

The prepositions ‘on’ and ‘in’ have different meanings when associated with time. For example, ‘on time’ means at exactly right time, while in time means early enough. The prepositional phrases, ‘at the end’ means at the point where something stops, while ‘in the end’ means finally or after some time, e.g.
79. She always arrives on time. (Exactly)
80. He discovered the fire in time to stop its spreading. (Early enough)
81. We’re going on holiday at the end of this week (Where something stops)
82. I looked everywhere for my watch and in the end found in my bag. (Finally)

vii. Combination of English Language Parts of Speech with the Prepositions

There are a number of parts of speech combine with particular prepositions. Some of these combinations are illustrated in the tables below:

Table (2.23) Adjective + prepositions
### Table (2.24) Noun + preposition

<table>
<thead>
<tr>
<th>with</th>
<th>to</th>
<th>on</th>
<th>in</th>
<th>of</th>
<th>from</th>
<th>for</th>
<th>by</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Polite</td>
<td>Kind</td>
<td>Sad</td>
<td>Happy</td>
<td>Proud</td>
<td>Afraid</td>
<td>Fond</td>
<td>Happy</td>
</tr>
</tbody>
</table>

### Table (2.25) Verb + preposition

<table>
<thead>
<tr>
<th>with</th>
<th>To</th>
<th>on</th>
<th>In</th>
<th>of</th>
<th>from</th>
<th>for</th>
<th>by</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td>shake</td>
<td>complain</td>
<td>Depend</td>
<td>Succeed</td>
<td>Dream</td>
<td>Suffer</td>
<td>Look</td>
<td>Burnt</td>
<td>Smile</td>
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<td>Rely</td>
<td>Hand</td>
<td>die</td>
<td>Made</td>
<td>apply</td>
<td>Live</td>
<td>Look</td>
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<tr>
<td>agree</td>
<td>Speak</td>
<td>Keep</td>
<td>Call</td>
<td>Made</td>
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<td>Search</td>
<td>pass</td>
<td>Shout</td>
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<td>Talk</td>
<td>Carry</td>
<td>Believe</td>
<td>care</td>
<td>Come</td>
<td>Wait</td>
<td>laugh</td>
<td></td>
</tr>
</tbody>
</table>

### 2.3.1.1.3 English Language Auxiliary Verbs

In a contrastive study between English and Spanish auxiliaries, Nordquist (2008: 23) defines an auxiliary verb as:

> A verb that is used with a main verb that follows, to help indicate its tense or some other way in which the verb is understood. As such, the auxiliary verb often doesn't have any meaning in itself, only in how it affects the main verb. The auxiliary verb and the main verb together form what is known as a compound verb.... An
According to the definition above, the auxiliary verb by itself is meaningless but it carries an important grammatical and semantic notion when combined with the main verb that cannot be expressed by the main verb alone, e.g.:

1. We are working.
2. John does not work.
3. I may finish this work soon.
4. I must finish this work soon.
5. I can finish this work soon.

In example (1) the auxiliary verb (are) is combined with the present participle 'working' to form the progressive (continuous tense), while in example (2) the auxiliary 'does' is combined with the negative participle 'not' to give the sense of negation to the main verb 'work' in present tense. In examples (3, 4 and 5) the use of auxiliaries ‘may, must and can’ change the meaning of the entire sentence. For example, in (3) the use of 'May' gives the sentence the sense of possibility for finishing work; in (4) the use of 'must' gives the same sentence, the meaning of obligatory for finishing work, while the use of 'can' gives it the meaning of ability for finishing work. So, as it seen above, with the help of auxiliary verbs, English languages sentences can be varied in structure and meaning.

i. Classification of Auxiliary Verbs in Contemporary English Language

In contemporary English language verb auxiliaries are usually classified into two main categories: primary and modals.

The English language, primary auxiliary verbs include three categories: verbs to 'be', 'do' and 'have'. The verbs 'to be' include; ‘be’, ‘is’, am, ‘are’ in the present, and; ‘was’, ‘were’, ‘been’ in the past. The verbs ‘to do’ include, ‘do’, ‘does’ in the present and ‘did’ in the past. The verbs ‘to have’ include ‘has’, ‘have’ in the present; and ‘had’ in the past.
English modal auxiliaries, on the other hand, are classified into two main categories: core and periphrastic modals. Core modals: are, may, might; must, ought to; can, could; will, would; shall, should; need, and dare. Periphrastic modals are described by Jacobs (1995: 221) as "...multiword verb idioms used to express modal notions like possibility, probability, and necessity". The typical examples are like 'be able to', had better to, and ‘used to’.

According to Jacobs (ibid) periphrastic modals have very significant role in the grammatical system of contemporary English; but they "...hardly deserve the same label, modal, as words like can and may" That is, each of the periphrastic modals corresponds approximately to one or more of the core modals. In core modals themselves, dare, need, ought to and used to, are considered by Thakur (2002: 65) as 'marginal modals', in the sense that they are closely resemble modal verbs but they have some features differ from modals'. For example, ‘dare’ and ‘need’ can be used with interrogative and negative sentences; but they cannot be used with affirmative sentences as other modals, e.g.

6. Need he go there? (Interrogative)
7. Dare she say that to him? (Interrogative)
8. He needn’t go there. (Negative)
9. She daren’t say that to him. (Negative)
10. *He need go there. (Affirmative)
11. * She dare say that to him. (Affirmative)

Ought to, is different from the other modals, because it can be used with the infinitive particle ‘to’, e.g.

12. You ought to help the poor.

'Used to', on the other hand, has two features which make it different from other modals. Firstly, it never occurs without the particle to. Secondly, unlike other auxiliary it, only, gives the sense of past. Whereas the other
modals cannot be used with the particle 'to'; and they can give the sense of past and present as well, e.g.
13. I must clean this room every day.
14. I used to clean this room every day.
15. Last year I used to clean this room every day.
16. * This year I used to clean this room every day.

ii. Main Characteristics of English Language Auxiliary Verbs

In English language, auxiliary verbs have certain features. For example, in negative finite clauses the negative word not/n't can occur after the auxiliary verb or be attached to it, for giving the sense of negation, e.g.
17. I cannot do that.
18. He isn't ill.

In questions, auxiliary verbs can occur before the subject, e.g.
20. Can I do it?
21. Is he ill?

Auxiliary verbs can occur before the subject in inverted sentences, e.g.
22. There are many fisher men on the lake.
23. There was a big fire here last year.

They can be used in 'code', e.g.
24. He can do that. So can I.
25. She was working hard. So was I.

They can be used emphatically to express contrast, e.g.
26. I can do it but I won't.
27. Yes, I did go there.

They can occur in short answers, e.g.
29. Can you answer this question? Yes, I can.
30. Is he ill? No, he isn't.

The auxiliary verb usually precedes Adverbs like always, never, certainly, and probably when they exist in the structure of the same verb phrase e.g.
31. He will never complete that work.
32. She is always writing letters.

Primary auxiliaries can have the (-ing) form and the (-s) form; when the verb is intended to be in progressive or the third person singular present tense), e.g.:
33. He is doing the work.
34. The work is being done.
35. He does go to her everyday.

More than one modal verb can not co-occur in the same verb phrase; but primary auxiliary can co-occur, e.g.
36. It has been done.
37. It is being done. But not, (*It can will be done.)

When a primary and a modal co-occur in one verb phrase, the modal auxiliary always precedes the primary auxiliary, e.g.:
38. He may have been being very careful about the matter.

siii. Grammatical Functions of English Language Auxiliary Verbs

Language Teaching and Applied Linguistics Dictionary (1997: 29) defines an auxiliary verb as “a verb which is used with another verb in a sentence, and which shows grammatical functions such as TENSE, ASPECT, VOICE, MOOD, and PERSON”.

With respect to this definition, the grammatical functions above will be discussed briefly.

Tense

Jacobs (1995: 190) suggests that, "English can be seen to have a two tense system consisting of past and present tenses". In contemporary English, auxiliary verbs have no suffixes as in the main verbs to show tense. Because as it said by Heagaman (1988: 258), "...they are inherently tensed". The following tables show the classification of English auxiliary verbs by means of their present and past tenses.
Table (2.26) Primary auxiliaries

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Been</td>
</tr>
<tr>
<td>Am</td>
<td>Were/was</td>
</tr>
<tr>
<td>Is</td>
<td>Was</td>
</tr>
<tr>
<td>Are</td>
<td>Were</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
</tr>
<tr>
<td>Does</td>
<td>Did</td>
</tr>
<tr>
<td>Have</td>
<td>Dad</td>
</tr>
<tr>
<td>Has</td>
<td>Had</td>
</tr>
</tbody>
</table>

Table (2.27) Modal auxiliaries

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>Would</td>
</tr>
<tr>
<td>Shall</td>
<td>Should</td>
</tr>
<tr>
<td>May</td>
<td>Might</td>
</tr>
<tr>
<td>Can</td>
<td>Could</td>
</tr>
<tr>
<td>Must</td>
<td>Ought to</td>
</tr>
</tbody>
</table>

Aspect

Jacobs (1995: 199) defines aspect as a “*name given to verb forms to signify certain ways in which an event is, viewed or experienced*”. English has two aspects; progressive and perfective. Progressive aspect is shown in the verb phase by means of the auxiliary verb 'Be', while perfective aspect is shown in the verb phase by means of the auxiliary verb 'Have'. In progressive aspect the sub-classes of the auxiliary verb 'Be' require the verb, immediately following them, to be suffixed with (-ing) (i.e. present participle form). The sub-classes of the auxiliary verb (Be) in perfective case require the main verb, immediately following them, to be in its past participle form, so called (-en), e.g.

39. He is eating his breakfast now.  (Progressive)
40. He has eaten his breakfast just now.  (Perfective)

Voice

There are two types of voice in English: active and passive. The passive voice is always formed from the active voice, e.g.

41. Cats eat mice.  (The active form)
42. Mice are eaten by cats.  (The passive form)
In this study, forms and functions of the auxiliary verbs will be discussed with respect to their operation in the passive form only. In English language, a suitable auxiliary verb (according to intended tense) should be inserted after the subject of the passive sentence.

All sub-classes of auxiliaries (i.e. primary + modal) can be used in constructing the passive sentence. However, the primary auxiliary can exist alone in the passive form, while the modal auxiliary needs to be combined with the primary in the passive form, e.g.

43. Cheese is produced from milk. (Primary)
44. Tables can be made from wood. (Modal primary)

The Possible combination of tense, aspects and voice shows that perfect aspect always precedes progressive aspect. Modal auxiliary, on the other hand, precedes all of them, as in:

45. He may have been being very careful about the matter.

**Mood**

In English language mood is the form of the auxiliary verb that expresses the manner in which an action is done. So far there are three types of mood in English language: indicative, imperative and subjunctive. Indicative mood is used for making statement and asking questions. Imperative mood is used for giving orders and making requests. Subjunctive mood (rare in English) is used for expressing wishes of impossibility.

In contemporary English language, however, all modal auxiliaries can be used for expressing mood; whereas only the primary auxiliary ‘were’ can be used for expressing subjunctive mood, in conditioning case, e.g.

46. That house is mine. (Indicative statement)
47. Is that your house? (Indicative question)
48. You should do it now! (Imperative order)
49. Would you open that door, please! (Imperative request)
50. If I were you I would not believe him. (Subjunctive)
51. If my father were here, he would help me with my work. (subjunctive)

Primary auxiliary verbs can function as main verbs but modals cannot, e.g.:
52. John is a student. But not, (*John will a student.)

**Person:**

The following table shows the distribution of English language auxiliary verbs by means of person:

### v. Distribution of English Language Auxiliary Verbs in Terms of Usage

Broadly speaking, primary auxiliary verbs are, lexically, used to change the tense or voice of the main verb and to give the sense of questioning and negation. Modal auxiliary verbs, on the other hand, are mainly used to change the mood of the main verb.

Regarding the form of usage, the English language auxiliary verbs can be classified into seven sub-classes.

The first class consists of auxiliary verbs used with the base form of the main verb (infinitive, e.g. go, come, speak…etc.) only. This class includes all modal auxiliaries in addition to 'Do' sub-class, e.g.
53. They will come tomorrow.
54. It does work.

The second consists of auxiliary verbs that can be combined with present or past participles. This group consists of the sub-class of the verb 'Be', e.g.
55. It is raining now. (Present)
56. It was raining all yesterday. (Past)

The third class consists of auxiliary verbs combine with the past participle only. This group is made of the sub-class of the verb 'Have', e.g.
57. These students have done their homework.
58. These students had already done their homework.
The fourth class consists of auxiliary verbs used with continuous form, passive voice, simple present, and past simple only. This group includes the sub-class of 'be verb + be + ing’, e.g.
95. His car is being repaired.
60. A heavy sunder storm was being heard all last yesterday.

The fifth class consists of verbs functioning as auxiliaries only. This group includes the modal auxiliaries only, e.g.
61. She can speak English. But not, ‘*She can English.’

The sixth class consists of auxiliary verbs used as a principal verb when the main verb is not expressed. This class includes all auxiliary verbs when they occur in the response to Yes/No questions, e.g.
62. Is this your book? Yes, it is.
63. Will you come next week? No, I won’t.

The last class consists of auxiliary verbs that can function as auxiliary or main verbs. This class includes the primary auxiliaries only, e.g.
64. It is a dog.
65. It is barking as a dog.

2.3.2.2 Grammatical System of Fur Language
2.3.2.2.1 Fur Language Determiners

Determiners, as a linguistic system, in Fur language are never systematically investigated. So, the researcher will attempt to develop a descriptive analysis of the Fur language determiners with regard to the definition of the term and the main features of English language determiners.

Before starting the description of Fur language determiners, Radford (1997) in his book entitled “Syntax” provides workable distinctions between determiners and other modifiers, namely, adjectives. So, brief contrast between adjectives and determiners may help in identifying the main
characteristics of the Fur language determiners. According to Radford (1997: 38-42) determiners can be distinguished from adjectives in terms of:

**Distribution**

Not more than three determiners (usually one or two) co-occur within the same noun phrase, whereas a series of adjective can recur with the same noun phrase, e.g.:

1. The first four days are miserable.
2. An expensive small black Japanese wooden box was found in the ship.

In (1) the first three words (the, first, four) are determiners; whereas in (2) all the four words (expensive, small, black, Japanese, wooden) located between the indefinite article determiner ‘an’ and the head noun ‘box’ are adjectives.

**Order**

Determiners always precede adjectives when come before the noun, and immediately come after the noun (before adjective) when they follow it. Adjectives, on the other hand, cannot come initially or immediately follow the noun in the presence of determiners, e.g.

3. I missed my nice new shoes.
4. The two brothers both of them are absent.

In (3) the possessive determiner, my, precedes the adjectives ‘nice’ and ‘new’. In (4) the determiner, ‘both-of’, comes immediately after the head noun ‘brothers’.

**Collocation**

Determiners can initiate the noun phrase without the need of adjectives but the opposite is not true. Determiners, also, can exist with some noun phrases but not with others, while the same adjectives can exist with all types of noun phrase, e.g.

5. I bought a car.
6. I bought a new car.
7. I saw a green bird
8. I saw green grass
9. I saw some green birds.
10. I saw some green grass.

In example (5) the determiner 'a' initiates the noun ‘car’ without the need of any adjective; whereas in (6) the adjective ‘new’ is preceded by the determiner ‘a’.

In (7) the determiner 'a' is used with the singular count noun 'bird' but not with the non-count noun ‘grass’ as in (8); whereas the determiner 'some' is used with the plural count noun ‘birds’ in (9) and the non-count nouns grass in (10). In contrast, the adjective green is used for all types of noun. However, if the adjective ‘green’ is changed ‘for example, into ‘happy’, then it seems to be lexically unfamiliar to say ‘happy grass’ which is formally correct. Thus, determiners have functional restriction while adjectives have lexical restriction.

**Prenominal and pronominal usage**

Most of determiners can be used prenominally (i.e. precedes the noun phrase) when modify the noun; and pronominally (i.e. functioning as a pronoun) when they stand by themselves, e.g.

11. I prefer this book
12. I prefer this

In (11) the possessive pronoun ‘this’ is used prenominally as a determiner to modify the noun ‘book’; while in '12' it is used pronominally as a pronoun functioning as an object of the sentence. However, there are some determiners can not be used pronominally; articles are some of them, e.g.:

13. Don't touch the wall. But not, ‘*Don't touch the.’

Adjectives, on the other hand, are only used prenominally, e.g.:

14. Take the large box. But not ‘*take the large.

Concerning Fur language, adjectives usually follow nouns; therefore what precedes the noun to modify it is a determiner. However, there are some determiners, such as cardinals, come after the head noun.
Accordingly, Fur language determiners consist of a very limited set including: possessive, demonstratives, genitives, numerals and some quantifiers.

Table (2.29) Fur language determiners

<table>
<thead>
<tr>
<th>Determiners</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessives</td>
<td>duiN (my+sg.N); kuiN (my+pl.N); diiN (your.sg +sg.N); kiiN (your.sg +pl.N)</td>
</tr>
<tr>
<td></td>
<td>deeN (her/his +sg.N); keeN (her/his +pl.N); dieN (your.pl +sg.N); kieN (your.pl +pl.N)</td>
</tr>
<tr>
<td></td>
<td>daiN (our +sg.N); kaiN (our +pl.N); dieN (their+sg.N); kieN (their+pl.N)</td>
</tr>
<tr>
<td>demonstratives</td>
<td>in (this); kin (these); illa (that); killà (those)</td>
</tr>
<tr>
<td>Genitives</td>
<td>in/n (‘s)</td>
</tr>
<tr>
<td>numerals</td>
<td>Cardinals: tok (one); au (two); iis (three); oNal (four); os (five); osundik (six); sabe (seven); taman (eight); tise (nine); weye (ten); (for the others, suffixing the simple numerals to weye, e.g. weye na dik refers to ‘eleven’.)</td>
</tr>
<tr>
<td></td>
<td>Ordinals: ewel (first), dieN au (their two =second), dieN iis (their three=third…etc.)</td>
</tr>
<tr>
<td>quantifiers</td>
<td>diNa (some); soNà (much / many /more); iti (few / little); kul (all); ker (another); kerNa (others)</td>
</tr>
</tbody>
</table>

i. Classification of Fur Language Determiners

Fur language determiners can be classified according to their existence within the noun phrase structure, into two groups; those which occur before the head noun and those which occur after it. The first group includes; possessives, demonstratives, and genitives. The second group includes; numerals and quantifiers.
15. diiN ñalo kurra ii (possessive)
Your (sg) hair long to be
Your hair is long.
16. in asa apa ii (demonstrative)
This dog big to be
This dog is big.
17. kuwa amad iN toN kutumul (genitive)
People Ahmed’s house have built
The people have built Ahmed’s house.
18. kama iis dui le kèlè (numerals)
Thieves three my locative suffix have come
Three thieves have come to me.
19. dogala diNa roo kanige
Boys some valley have gone
Some boys have gone to the valley.

**ii. Restrictions of Fur Language Determiners Co-occurrence**

Restrictions govern the co-occurrence of determiners do not exist in Fur language; because in normal speech not more than one determiner usually occurs within the same noun phrase structure.

**iii. Distribution of Fur Language Determiners within the Noun Phrase Structure**

Agreement between Fur language determiners and their nouns is not always easily interpreted. For example, in case of possessives, the determiner should agree with its noun (the thing possessed) in number e.g.

20. duiN + bara fasher + ñaga
det. My+ brother Fashir went
My brother went to Al Fasher.

21. k + uiN + bara+ N fasher k + anye
pl.M+det.My+brother+pl.M Fashir pl.M+went
My brothers went to Al Fasher.
22. daiN uu in+ ii
   Det.our cow here to be
   Our cow is here.

23. k +iaN k +uu k +in+ke
   pl.M+det.our pl.M+cow pl.M.+here+to be
   Our cows are here.

24. in /illa kuru apa+i
   This/ that tree big to be
   This or that tree is big.

25. kin /killa kuruNa appa + ke
   These /those trees big to be
   These or those trees are big.

26. musa + n kwe tabu wei
   Musa +Gen.M. son head ache
   Musa’s son has a head ache.

27. duo tok wriiNa weye uluu
   man one sheep ten bought
   one man bought ten sheep.

28. kuweniw ewel j + ela
   Girl first sg.pro.you bring
   Bring the first girl.

29. bora soNa na sai ita j+ ani ge
   Milk much/many and tea little/few sg.pro you give obj.pro.me
   Give me much milk and little tea.

30. Kuwa diNa nino dinNa kamie
   People some meat some per.eat
   Some people have eaten some meat.

Examples (20-23) show that possessive determiners in Fur language are always inflected to match the noun in number. That is, when the count noun is
in the singular form, the singular form of possessive determiner is used (20) while the plural form of possessive determiner is used when the noun is in the plural form (21); (i.e. duiN bara= my brother; kuiN baraNa= my brothers). The example (22) shows that the determiner (daiN=our) is in a singular form because the noun (uu=cow) is in a singular form. Whereas the same determiner takes the plural form (kaiN=our) because the noun is in a plural form. Demonstrative pronouns functioning as determiners are of two forms: singular form and plural form. The words (in=this and illa= that) in example (24) are used with singular nouns while the words (kin=these and killa=those) in example (25) are used with plural nouns. In genitive construction example (26), the genitive marker (in/n) is used with all types of noun either singular or plural. However, when the possessor ends in consonant the form ‘in’ is used; and when ends in vowel (n) is used.

The example (27) shows that the cardinal number (tok=one) is used with singular nouns, while the others (e.g. iis=three) are used with plural nouns. In Fur language, the ordinal numbers are rarely used; with exception to (ewel=the first) which is used with the singular noun; while all other ordinals are modified from cardinals by adding the possessive (dieN).

The Fur language word (soNa) is correspondent to all English indefinite quantifier denoting more quantity such as (many; much, a lot of, a great deal of,…etc.); and the word (iti) is correspondent to all English indefinite quantifiers denoting less quantity such as (little, few, a little, a few). Therefore; the Fur language two words (soNa and iti) are used with singular count, plural count, and non-count nouns as well. However, 'iti' also has adjectival meaning means ‘small’. It is used as an adjective when associated with plural count nouns. In this case the word 'iti' can be inflected for number, e.g.

\[
\begin{align*}
\text{kin} & \quad \text{Iel} & \quad a & \quad \text{iti} & \quad \eta \alpha \\
\text{these} & \quad \text{Donkey} & \quad \text{pl.M} & \quad \text{small} & \quad \text{pl.M} \\
\text{These} & \quad \text{donkeys} & \quad \text{are} & \quad \text{small}.
\end{align*}
\]
Examples above (20-31) reveal that possessive and demonstrative pronouns come before the noun that they modify (i.e. pre-position); whereas numerals and quantifier determiners come immediately after the noun phrase (i.e. post position). However, in Fur language some nouns such as (wrii =sheep) and (nasu=honey) have plural forms (wriiNa and nasuNa). So, it is not strange to hear in Fur language speech utterances like; kuiiN nasuNa =my honeys.

The Fur language interrogative pronoun which is equivalent to the English language interrogative pronoun ‘whose’, has two forms: singular and plural. The singular form is usually used with the singular noun and the plural form is used with the plural nouns. For example, the interrogative pronoun 'whose' in Fur language is 'kííN' when something possessed is in the singular form; and 'kííNaN' when it is in plural form, e.g.

33. illa erbiyè kííN ii
   That car whose to be
   Whose car is that?

34. killa kuu kííNaN ke
   Those cows whose+pl.M to be
   Whose cows are those?

If the noun is non-count the singular form of whose (kííN) is used.

The word 'ka' which means in Fur language 'what' can be used with count and non-count nouns, e.g.

35. ji ká tààïi j + aw
   You what work.sg you do
   What work are you doing?

36. yèiN ká bèlè k + iwi + kè
    they what language pl.M. learn.perf. 3rd p.M.
    What language have they learnt?

37. bi ká kààriNa k + aw
    You.pl what work.pl pl.M do
What works are you doing?

Sometimes the Fur language morpheme (é) is used independently to mean 'which' when used with the singular or non-count noun, and 'ke' to mean 'which' with plural nouns. However, unlike the other interrogative pronouns these forms are usually prenominal, e.g.

38. é kamal jiiti
   Which camel bad

Which camel is bad?

2.3.2.2.2 Fur Language Prepositions

Beaten (1969: 138) suggests three types of Fur language prepositions: simple, compound and enclitic. The first type is the simple preposition ‘ki’ means ‘with’. The second type is the compound preposition ‘ki…ara’ which composed of the Fur word ‘ki=with’ and the Arabic language ‘Sudanese’ borrowing word ‘ara=let’s go’. The third type is enclitic prepositions. This type consists of prepositions that can represent ‘of ‘relations.

It is important to mention here that literature review of the previous studies in Fur language, states that most of Fur language native speakers use the word ‘ki=with’ for expressing all prepositional relations as well as a conjunction word. It has been noticed that location relations in Fur language are usually indicated by a tonal change on the noun to show that it is in the locative case. This grammatical role of tone is not stated by Beaton (1969) Angelika (1983), who are interested in Fur language grammar, because it may be due to the fact that Beaton has neglected the role of tone in Fur language, while Angelika confine her work to morphological level rather than syntactic level. Omar, D.A. (2001) in his unpublished M.A discussed the Fur language prepositions and motioned the importance of tone but he did not state its grammatical role functioning as a locative indicator within the noun phrase. Beaton’s (1969) enclitic prepositions on the other hand are, in fact, functioning as an ‘of-construction’; since this construction does not exist in Fur language. However the noun associated with these constructions is
usually in its genitive case. Beaton’s compound preposition cannot be systematically considered as a part of the Fur language prepositions because it is subjected to the individual’s judgment. So it will not be discussed in this study. For the sake of clarity the same procedure that is used for describing English language prepositions will be utilized as possible in discussing Fur language prepositions.

i. Prepositions Denoting Time and Place in Fur Language

Prepositions for expressing hours or less don’t exist in Fur language. However, for expressing time dimensions of days or parts of days up to years. The preposition ‘ki’ is optionally used, e.g.

1. duiN aba ki lol èla
   My father with night came
   My father came in the night.

2. duiN aba lol èla
   My father night came
   My father came in the night.

   Fur language has some ways for expressing dimensions of place: by using tone and the words ‘ki=with’, ‘dio=inside something’, e.g.

   In Fur language, location can be indicated by a tonal change on the noun that is to be marked for place. That means the tone of the nominative case is changed from low to high or vice versa to show locative case, as in:

3. rìè apa ii (nominative)
   Field big to be
   The field is big.

4. alaNkwe rìè ñaN (locative)
   Woman filed went
   The woman went to the field.

   If the noun consists of more than one syllable the change usually occurs in the first syllable of the nominative noun to show locative case, e.g.

5. jùtà kírro ii (nominative)
Forest green to be
The forest is green.

6. mùrù jutàN kè
Lion forest to be
The lion is in the forest.

The Fur word ‘ki’ also can be used to express location without any change in the first syllable of the nominative, e.g.

7. dagola ki toN ke
Children with house to be
The children are in the house.

8. duiN èlle ki rò +n ke
My village with valley gen. to be
My village is by the side of the valley.

The preposition 'dio' is usually used when the intended expression means 'in something', e.g.

9. duo bàù dio ii
man pool inside to be
The man is inside the well.

**ii. prepositions denoting duration and other relations in FOR Language**

In Fur language there is no specific preposition denoting duration; instead, the Fur word ‘namaN’=as far as or until’ is often used, e.g.

10. ini j + oN namaN diiN eya ela
Here you sit until your Sg.pro. mother came
Sit here from now until your mother comes.

**iii. prepositions denoting possession and other relations in Fur Language**

In Fur language ‘of-construction’ does not exist. Therefore, most of possession relations are expressed via what so called by Beaton (1969) enclitic prepositions. The relation between the preposition and its noun is
always shown in terms of genitive case associated with the noun itself; and the preposition ‘if any’ always precedes its noun complement. The following table shows the enclitic prepositions as stated by Beaton (1969); while the examples below explain the relations.

<table>
<thead>
<tr>
<th>Fur preposition</th>
<th>English Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the side of</td>
<td>Tugà</td>
</tr>
<tr>
<td>Far from</td>
<td>Kara</td>
</tr>
<tr>
<td>From the direction of</td>
<td>ére</td>
</tr>
<tr>
<td>In front of</td>
<td>tôbu</td>
</tr>
<tr>
<td>At the foot of</td>
<td>Débe</td>
</tr>
<tr>
<td>On this side of</td>
<td>ìnenen</td>
</tr>
<tr>
<td>Outside of</td>
<td>táura</td>
</tr>
</tbody>
</table>

Beaten (1969: 138-139)

11. duiN èlle fògòN tugà ke
My village mountain by the side of to be
My village is by the side of the mountain.

12. madarasa dura + n kara ke
School road+ gen far from to be
The school is far from the road.

iv. Prepositions Denoting Transportation in Fur Language

In Fur language the preposition ‘ki’ is only used for all types of transport including foot, e.g.

12. ka ki tarn èla
I With feet came
I came on foot.

13. yé ki lel nanga
He/she With donkey went
He/she went on a donkey.
14. dogola ki tíyara k + èla
   Children with plane pl.M came

   The children came by plane.

(v) Miscellaneous Prepositions Denoting Different Relations

   In Fur language there are no other specific prepositions rather than ‘ki’ for expressing other prepositional relations.

   However, nowadays, most of Fur speakers use Arabic prepositions for filling the gap of lack in Fur prepositions and for easiness, e.g.

15. ka kawla min sug + in elo
   I shoes from market + gen bought

   I bought the shoes from the market.

   It has been noticed that when an Arabic preposition borrowed, it is usually located before the noun complement, as in (15).

   Therefore, Arabic has strong influence in Fur language prepositions. Thus, Fur speakers heavily rely on Arabic language in learning and using English prepositions which attracts the researcher to include the use of Arabic prepositions in contrasting English and Fur languages prepositional usage.

2.3.2.2.2 Fur Language Auxiliary Verbs

   There is a general consensus among Fur language investigators that the Fur language morpheme 'niN' is an auxiliary verb used for forming future tense. Anglika (1983: 101) points that "To form the future tense /(ni)N/ obligatory occurs with the forms…". However, the future auxiliary ‘niN’ never initiates a sentence, or be suffixed by the negative particle; but it always precedes the main verbs. Beaton (1969: 81) comments on the first statement by saying that, "…nin can never stand first in a sentence".

i. Classification of Auxiliary Verbs in Fur Language

   The existence of the other types of auxiliary verbs in Fur language is a matter of controversy. Beaton (1969: 114) in his book "A grammar of Fur
language' has made a conjugation for irregular verbs including the verb 'to be' and its sub-class. The main features of this conjugation are:

1. /an/ana used for 1st person in mood and tense.
2. /ii/ke/ used for 3rd person singular in associated with locative tone
3. /kein/ used for human 3rd person plural in tense and /ge/ in mood.
4. /kin/ used for non-human 3rd person plural in tense and mood.

The other persons (i.e. 1st person plural + 2nd person singular and plural could be derived from the 1st person singular by adding the appropriate prefix for each case.

Angelika (1983: 81), on the other hand, has rejected this conjugation. In the sense that Beaton's (1969) conjugation is based on the 1st person singular verb instead of the 3rd, as it should be. As the result, what are seen in Beaton's (1969) as sub-classes of the verb 'to be', they are considered in Angelka's conjugation as tense markers.

However, the researcher's investigation in this area, has revealed the possibility of considering the above forms as 'enclitic copular' for the verb ‘to be’ based either on /i/ or /e/, with a completely different kind of paradigm from that of the main verb. These forms are suffixed to the complement (i.e. nominative, locative or predicative) in the absence of the main verb, as in:

1. ka màjír do-Na
   I student to be.
   I am a student.
2. yé màjír do-Ni
   He/she student to be
   He/she is a student.
3. Ji màjír J-aN
   You. sg. student you. sg.to be
   You are a student.
4. ki màjíra k-aN
   We student.pl we. to be
We are students.

5. bi màjíra b-aN
   You.pl student.pl you.pl. to be
   You are students.

6. yèiN màjíra k- íé
   They student.pl 3rd.p. pl. to be
   They are students

7. kewé al kè
   Boy where to be

8. dagola al kíén
   Children where to be
   Where are the children?

9. Murtaŋa al kin
   Horses where to be
   Where are the horses?

10. kewé toN + in dio ke
    boy house + gen inside to be
    The boy is inside his house.

11. in roo kiro ii
    This valley green is
    The valley is green.

12. killa kuwa bôt jitti ke
    Those people very bad to be
    Those people are very bad.

Examples from (1-6) show the paradigm of the Fur language verb ‘to be’ with different types of the nominative nouns and pronouns. The examples (7-10) show the locative case; while the examples (11-12) show the case of the predicative adjective.

It is important to mention here that Fur language verbal system is quite complicated; metathesis and deletion of tense or person markers are very
common and regular grammatical phenomena in Fur language. In (1) and (2) ‘a’ is changed into ‘i’ but in (3-5) the vowel 'a' is dropped. In example (6) the vowel 'e' is added instead.

The location, ‘ke’ is usually used when the subject noun is in its singular form, examples (7 and 10). In the plural form, ‘ié’ is used with the human subject, example (8); and (é) is deleted when the subject is non-humans as in example (9). However, the rule of the verb ‘to be’ is more obvious with the predicative adjective; that is, (ii or i) is used when the noun described is in the singular form and (ke) is used when the same noun is in the plural form as in examples (11-12).

ii. Main Characteristics of Fur Language Auxiliary Verbs

As it is stated above with exception to the future auxiliary, the existence of the other auxiliaries in Fur language is still a matter of controversy among linguists; therefore, the researcher will attempt to elicit these characteristics with respect to those in English language taking in mind the future auxiliary as a criterion for this elicitation.

In Fur language the negative particle consist of two parts ‘a… ba=not’. The first part often comes before the subject while the second part always comes at the end of the sentence. So, when there is an auxiliary verb the first part of the particle not precedes second part follows the main verb, as in:

13. ka a N suk o ba
   I neg.M fut.M market go neg.M
   I will not go to the market
14. á i jundi bà
    neg.M to be leave neg.M
    He/she does not leave me/you.

However, with exception to the future tense the particles ‘not’ can exhibit without any auxiliary, as in:

15. à sâlôm/sâlûN bà
    Neg.M know neg.M
I don’t know it.

In question sentence, the auxiliary usually come after the question marker, as in:

16. ki al N kàñì
   We where fut.M go
   Where shall we go?

17. ál j àñì
   Where you go
   Where are you going?

iii. Grammatical Functions of Fur Language Auxiliary Verbs

Grammatical functions of Fur language auxiliary verbs, also, will be discussed in terms of TENSE, ASPECT, VOICE, MOOD, and PERSON.

Tense

Fur language tense includes non-present (past + perfect), present, and future. In non-present no specific auxiliary is used to show the tense of the action, instead a vowel suffix such as (-o), (-a), or (-i) is used. In this study, the free morphemes (ii) and (ke) are considered as auxiliaries for present tense mainly associated with adjectives and have no equivalent forms in the past. However, in terms of verb tense Angelika (1983) states that “The present tense markers [-èl], [-i] or [-u], [-iti] and –Ø cover both the momentary and continuous action in the present. The auxiliary verb that is used for indicating future tense for all persons is (niN/N). However, other auxiliaries are not found in Fur language.

Aspect

According to Angelika (1983: 101-114) Aspect, on the other hand, is only a marked distinction between the completed and the uncompleted actions in the past. The completed action is marked by perfect suffixes (-ò, -à, and –ì), while the uncompleted action is marked by the past continuous suffixes (-iNì), (-à) and (-òlà). These aspect markers do not include auxiliary verbs, because
they have different distributions with the main verbs. However, the past continuous aspect is often derived from the present tense, as in:

18. sù- èl (present simple)
   3rd.sg. burn P. tense.M
   It burns.

19. sù èl (iNi or à) (past continuous)
   3rd.sg. burn Past.tense.M past cont.M
   It was burning

**Voice**

In Fur language passive voice has two auxiliary verbs: ‘Ni’ and 'niN'. The base of the passive verb is perfective. In forming passive voice, 'Ni' is suffixed to the verb of non-present tense; while ‘niN’ is suffixed to the verb of non-present tense in forming present passive (future), as in:

20. am - ì (active voice)
    eat + non-P. V. M
    He/she has eaten food.

21. am – ì - Ni
    eat + non.P.V.M +pass.aux in non.P.V
    The food has been eaten.

22. am – ì - Ni - niN
    eat + non.P.tense.M +pass.aux in non.P.V pass.aux in P.V
    The food will have been eaten.

**Mood**

In Fur language only the future auxiliary (niN/N) is used to indicate subjunctive mood, e.g.

23.

**Person**

There is no auxiliary verb that can be used for indicating person.

**iv. Distribution of Fur Language Auxiliary Verbs in terms of Usage**
The future auxiliary of the Fur language (niN) is used to change the tense and the mood of the main verb. However, there is no classification for Fur auxiliary verbs in terms of usage.

2.3.2.3 Contrastive Analysis of English Language and Fur Language Grammatical Systems

2.3.2.3.1 Contrasting English and Fur Languages Determiners

i. Differences in Classification between English and Fur languages Determiners

The English determiner system consists of three sub-classes. The first class is predetermines including half, both, all, such a, double, twice and fractions. The second class called central determiners including articles, possessive, demonstratives, interrogatives, negative particle not, genitive construction, in addition to some items such as either, neither, enough and any. The last class is post modifiers including ordinal and cardinal numbers, general ordinal and qualifiers.

The system of Fur language determiners, on the other hand, does not include any classification as in English language; adding to that a number of English determiners items do not exist in Fur language (at least as determiners). For instance, in the first class, the words ‘half’ and ‘both’ are not used as determiners in Fur language. In the second class, the system of article is absent in Fur language, the words ‘either’, ‘neither’, ‘enough’ and ‘any’ are not expressed directly as in English (i.e. they are paraphrasing), so not used as determiners; while the affix negative particle (a…ba=not) is only used with verbs or expressed independently. In the last class of English determiners, with exception to (awel=first), ordinal number and general ordinals as systems are completely absent in Fur language. Similarly, in Arabic language (the students’ L2) this type of classification is not found. The Arabic language article system, on the other hand, includes the definite article (al=the). Therefore, non-classification and non- existence of some English
language determiners in Fur language and Arabic language cause many problems to EFL Fur learners at secondary level in terms of usage.

**ii. Differences between English and Fur Languages Restriction of Determiners Co-occurrence**

English language determiners have some restrictions govern their co-occurrence, for instance, the sub-class of pre and central determiners are mutually exclusive; in the sense that two or more determiners of one class cannot co-occur in the structure of the same noun phrase. While in the sub-classes of post determiners, sometimes two or more determiners from the same class can exist in one noun phrase, e.g.

1. I want some more sugar. (Two indefinite quantifiers)
2. Give me one more drink. (Cardinal + quantifier)

Another point is that, the English determiners when occur in the same noun phrase, the pre -determiner should be initiated the head noun (if any) followed by the central then the post determiner, e.g.

3. All the three Sudanese planes are in a good condition.

The restrictions above are absent in Fur language determiner rules. Therefore, no doubt EFL Fur learners encounter true difficulties in the use of English determiners. For example, the learner may find difficulty to differentiate between whether only one determiner must be used from such class or more than one can be used; because in Fur language, only one determiner is, usually, used to modify the noun phrase. Thus, errors like the following are normally seen, e.g.

4. *These the books are mine. Instead of ‘these books’ or ‘the books’
5. *Half all books are new. Instead of ‘half books’ or ‘all books’

The learners, also, find difficulty in ordering determiners of the three classes. They may produce errors such as:

6.*The all students are in the class. Instead of: 'All the students are in the class'. Another problem is that some determiners from different classes cannot co-occur in the same noun phrase structure. For example, with exception to
‘half’ and ‘all’, other pre- determiners cannot be followed by the indefinite article a/an, while determiners such as ‘another’, ‘any’, ‘each’, ‘either’, ‘enough’, ‘some’, ‘much’ and ‘interrogatives’ cannot be preceded by pre-determiners. So, EFL Fur learners always are unable to determine which goes with which.

iii. Differences between English and Fur Languages Determiners’ Position within the Structure of the Noun Phrase

All English determiners are prenominally positioned. They occur initially in a noun phrase, before any adjective and the modified noun itself.

In Fur language, the situation is different. There are some determiners such as possessive and demonstrative, usually occur before the modified noun, while the others, such as interrogatives, cardinals and qualifiers usually occur immediately after the noun and before the adjectives. Thus, Fur language determiners are either preposition or post position. The probable linguistic problems of L₁ interference, in this area, can be associated with the location of such determiner; the EFL Fur learner may produce errors due to disposition of determiners like,

7.*I've got pencils three. Instead of ‘I’ve got three pencils’.

8.*There are students many in the class. Instead of, ‘There are many students in the class.’

9.*Car whose is that? Instead of, ‘Whose car is that?’

The absence of the article systems and the ordinal numbers in Fur language determiners system have made a complex problem to the learners, in terms of the rules of usage and the order of location. For example, omission of an article or an ordinal item, the use of cardinals instead of ordinal and the reversal of determiners positions are the obvious problems of this area, e.g.

10.*The student fourth instead of, ‘The fourth student’

11.* Four the students instead of, ‘The four students’

12.*Fourth student instead of, ‘The fourth student’

iv. Differences in usage between English and Fur languages Determiners
Possessive determiners in English and Fur languages reveal the same characteristics of usage. The difference comes around the form that is used in each case. In Fur language, for example, there are two different forms of possessive pronouns for each case according to the thing (singular or plural) that denoting possession. In English language only one form is used whether the thing is singular or plural. Another difference is the use of interrogative possessive pronouns ‘whose’ in terms of position and form. In Fur language it comes after the possessed thing; and has two forms: 'kiiNi' for singular nouns and ‘kiiNaN’ for plural nouns. Whereas, in English language it comes before the possessed noun; and has only one form 'whose'. Here are some examples:

<table>
<thead>
<tr>
<th>Language</th>
<th>Singular form</th>
<th>Plural form</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>my cat</td>
<td>my cats</td>
</tr>
<tr>
<td>Fur</td>
<td>duiN biis</td>
<td>kuiN biisa</td>
</tr>
<tr>
<td>English</td>
<td>our cat</td>
<td>our cats</td>
</tr>
<tr>
<td>Fur</td>
<td>daiN biis</td>
<td>KaiN biisa</td>
</tr>
<tr>
<td>English</td>
<td>whose cow</td>
<td>whose cows</td>
</tr>
<tr>
<td>Fur</td>
<td>uu kiiNi</td>
<td>kuu kiiNaN</td>
</tr>
<tr>
<td></td>
<td>Cow whose</td>
<td>cows whose</td>
</tr>
<tr>
<td></td>
<td>Whose cow</td>
<td>whose cows?</td>
</tr>
</tbody>
</table>

The expected linguistic problem can be resulted from the misuse of the English language possessive pronoun or disorder of the interrogative ‘whose’. Thus, the student may produce utterances like:

15. *Ours cars are there. Instead of; our cars are there.
16. *book whose is this? Instead of; whose book is this?

Concerning the post determiners, Fur language cardinals have the same rule of usage as in English language; however, the difference is in the notion of countability and non-countability. In other words, some nouns such as 'grass', 'fire', and 'food' in Fur language have singular and plural forms; whereas in English language are considered non-count nouns. Here are some examples:
Singular  |  Plural
---|---
dia (grass)  |  dia+ Na (grasses)
utu (fire)  |  utu+ Na (fires)
nun (food)  |  nun+ a (foods)

The problem is that, EFL Fur learners usually tend to suffix the English plural marker (s) to the above nouns to make them plural in the use of cardinals, as a result of L₁ negative transfer. Some erroneous sentences due to this phenomenon are:
17.*Cows eat grasses. Instead of: Cows eat grass.
18.*Most animals are afraid of fires. Instead of: Most animals are afraid of fire.

One of the most problematic differences between English and Fur language is the use of English qualifiers. In Fur language, for example, there are only two words representing all English qualifiers for quantity: 'soNa’ and 'iti’. The Fur quantifier 'soNa' covers a wide range of English qualifiers including the words such as: many, much, a lot of, a great deal of …etc., while the Fur qualifier 'iti' covers the meaning of little, a little, few and a few. In terms of usage, the Fur words 'soNa' and 'iti’ are used with plural count and non-count nouns. So, EFL Fur learners find it extremely difficult to differentiate between the use of much and many, few and little. In the sense that many requires plural count nouns, while much requires mass nouns. ‘Few’, on the other hand, requires plural count nouns; whereas ‘little’ requires mass nouns. Lexically, ‘few’ is the opposite of ‘many’ and ‘little’ is the opposite of ‘much’ in terms of quantity. Therefore, errors as the following are normally seen in the EFL Fur learners’ written production:
19.*There is a few water in the pot. Instead of,
20. There is a little water in the pot.
21.* There are much trees in the garden. Instead of,
22. There are many trees in the garden.
Therefore, there is concrete evidence that English language determiners belong to a highly complex area of syntax. It is the one of the most difficult areas of usage for EFL students. As Thakur (2002: 37) suggests that "Determiners in English belong to a highly complex area of syntax…"

Therefore, this area needs additional effort from the teachers and the students as well.

2.3.2.3.2. Contrasting English and Fur languages prepositions

Within English language structures, prepositions constitute a learning difficulty to EFL learners in general and EFL Fur learners in particular as attested in the following statement suggested by McCarthy (1972:72) “As any English teacher well knows that our prepositions are, particularly, troublesome lots to the nonnative speaker of English.” Therefore, English prepositions are a major problem for EFL Fur speakers.

In this section, the linguistic problems between the two prepositional systems of English and Fur languages will be discussed with some regards to Arabic language prepositional system.

i. Differences in number and usage between English and Fur Prepositions

English language prepositions differ from Fur language propositions in number. In the sense that, while English language prepositions have about 150 prepositional items, Fur language on the other hand has not more than 22 items. In English language there are more than 50 items of the most frequently used prepositions, while in Fur language there is only one (ki=with). Prepositions in English language have a major role in the sentence structure, whereas in Fur language they have a minor role. That is, many relations in Fur language can be expressed without the use of prepositions, whereas in English language can not e.g.

1. My father went to Khartoum.

s2. duiiN baba Khartoum ñanga
My father Khartoum went
My father has gone to Khartoum.
As it is seen in examples (1 and 2), the preposition is not an obligatory grammatical word of the Fur language sentence structure; but in the English language sentence is an obligatory grammatical word. These differences in number and usage between English and Fur languages cause problems to EFL Fur speakers. As the result they tend to transfer from their L2 (Arabic) to fill the gap. Arabic language prepositions, unfortunately, are also having some differences from that of English language in terms of number and usage. This leads to negative transfer from the learners’ (L2). However, some of these reasons are that the Arabic language prepositions are fewer in number, to some extend, than those of English language and different in usage. The Arabic preposition ‘fii’ for example, can be used to express the relation of time in terms of days up to years while in English language the preposition ‘on’, is used for days and ‘in’ for expressing the other relations. In FOR language no preposition is used for time reference, as on:

3. He came on Monday. (English language)
4. hadara fii yawm al u’?ayn .(Arabic language)
   came in Monday.
   He came on Monday.
5. yie aad ela (Fur language)
   He Monday came
   He came on Monday.
6. I may come in the next week. (English language)
7. qad ya?tti fii al u?sbuu9 al muqbil.(Arabic language)
   may I+ come in the week the next
   I may come in the next week.
8. ka alaN subuu ani (Fur language)
   I may week come.
   He may come next week.

The English language sentences (3 and 6) show that “on” is used with days and “in” with weeks; whereas the Arabic language sentences (4 and 7)
show that the preposition (fii) is used with days and weeks as well. However, in the Fur language sentences (5 and 8) no preposition is needed for days or weeks. The reason is that, in Fur language prepositions are not used to show relations of time. These differences in usage often confuse the EFL Fur students and generate difficulties.

**ii. Differences between English and Fur languages Prepositional Order**

In English language a preposition comes before its noun complement in case of prepositional phrase (on the table, the cover of the book); and after its complement when combines with other parts of speech such as Adjectival phrase (fond of her) and Verbal phrase (depends on him). In contrast, in Fur language the Preposition “ki”, only, precedes its noun complement (ki toN=in the house); while the others follow their complement (fogo debe=the top of the mountain). Moreover, there is no construction in Fur language called adjectival phrase or verbal phrase as in English. Therefore, the same preposition can not precede and follow its complement. In English language, however, when the preposition follows its complement, they (i.e. preposition and complement) produce meaning differs from the meanings of their constituent elements. Thus, the same preposition can function differently according to its position with different parts of speech, e.g. 8. I picked the child up. (Phrasal verb) 9. I rowed up the river. (Prepositional phrase)

In the example (5) the word ‘up’ is functioning as an adverb in the phrasal verb while in (6) the same word ‘up’ is functioning as a preposition combined with its noun complement (the river) to form the prepositional phrase.

These features are not found in the learners’ L1 (Fur language) or L2 (Arabic language). Therefore, the Fur learner of English may find difficulty in using these prepositions. Accordingly, errors like the following may be produced by the Fur learners of English language. 10.* I picked the up child.
11.*I rowed the river up.

iii. **Differences in meaning between English and Fur Languages Prepositions**

Learning English language prepositions by FL learners whose L1 is Fur language seems to be truly difficult; as there is no obviously generalized rules govern their usage. Another problem is that in most cases the corresponding preposition in Fur language to all English language prepositions (as mentioned above) is either “ki” or no preposition used. Therefore, the EFL Fur learners tend to transfer from their L2 Arabic. However, even the elements of Arabic language prepositional system are not always equivalent to those of English language prepositional system. The table below shows some differences in usage between the learners’ L1, L2 and English language.

Table (2.31) Differences between Arabic, English and Fur Languages prepositions

<table>
<thead>
<tr>
<th>English</th>
<th>Example</th>
<th>Fur</th>
<th>Example</th>
<th>Arabic</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>In</td>
<td>In a month</td>
<td>ki</td>
<td>Ki duwel</td>
<td>fii</td>
<td>fii fi ahri</td>
</tr>
<tr>
<td>At</td>
<td>at home</td>
<td>ki</td>
<td>ki toN</td>
<td>fii</td>
<td>fii al beit at</td>
</tr>
<tr>
<td>On</td>
<td>on Sunday</td>
<td>ki</td>
<td>Ki aad</td>
<td>fii</td>
<td>fii yawm al ?ahad</td>
</tr>
</tbody>
</table>

Table (2.29) shows that English language uses three types of prepositions to express the intended meaning for time relation; whereas Arabic language uses only one Preposition (fii) and Fur language uses “ki” for the same purpose. Another problem is that, the EFL Fur learners face difficulty in applying the correct rule of the idiomatic use of prepositions. For example, the students may produce incorrect collocation between the verb and the preposition that followed. This may due to the fact that such preposition does not exist in the learners’ previously acquired language. For example, EFL Fur learners have no ‘at’, ‘of’ or ‘for’ in their language so they may borrow the meaning from their L2 Arabic. Or, they may use their available prepositions, e.g.
7. The people waited for him (in) the station. (Correct: at)
8. The boy ran (with) full speed. (Correct: at)
9. They are aiming (to) developing their village. (Correct: at)
10. He is afraid (from) lions. (Correct: of)
11. She is famous (with) painting. (Correct; for)

The examples above, which are taken from the students’ written production, show that how EFL Fur students can consciously or unconsciously being fluctuated between the three usages of English, Arabic and Fur languages prepositional systems.

Another difficulty is that the same preposition in English language can function differently according to the intended meaning; for example the prepositions (in, at, and on) are expressing both dimensions of place and time as well (as it seen above). The EFL Fur learner may be encountered by expression as “in time”, “on time”, “by that time”, “at that time” which express different meanings. The learner may over generalize the rules of usage to cover the whole meanings of ‘at’ and ‘by’, as in:

12. *He is eating and talking by/at the same time. Instead of,
13. He is eating and talking in the same time.

The various uses of the same verb with different prepositions, is also a problematic area; because it is not found in Fur language prepositions.
14. I left some money for my little brother.
15. I left my bag with the guard.

In (14) the verb left is used with the preposition (for) to show the purpose of leaving money. In (15) the same verb is used with preposition (with) to show combination. In (16) the verb is used with the preposition (on) to show dimension of place. However, this inconsistency could be considered as a linguistic difficulty of the target language itself.

So, in the course of instruction, a teacher should consider all the possible sources of difficulty, such as L1 interference, L2 negative transfer,
over generalization of the target language rules, the nature of the learning language itself, and the method of teaching. The students would then grasp the complete rules and would apply them appropriately. According to the researcher's teaching experience, it has been noticed that incomplete instruction of grammatical rules is always resulted in inadequate application of these rules by the EFL learners.

2.3.2.3.3 Contrasting English and Fur Languages Auxiliary Verbs

Auxiliary verbs of English language are extremely different from those of Fur language auxiliary verbs, if there are any. In English there are an identified system of auxiliary verb consisting of modals and primary auxiliaries. In Fur language there is only one form for future tense marker (NiN and its different combinations) which is documented by all Fur language writers. Beaton (1969), however, added sub-set of 'copular enclitics' that resembles the English language 'to be' auxiliary in some respects.

In English, there is a set of at least 9 modals functioning as auxiliary verbs. These modals are used to express mood in imperative, declarative and sometimes subjective. In Fur language, the modal form is only used to express futurity in subjective manner, such as:

1. You should do it now. (Imperative)
2. He will come soon. (Declarative)
3. If I were you I would not believe him. (Subjunctive)

English language’s modals are governed by some characteristics differ from that of the Fur language’s. In English language, a modal auxiliary can take the initial position in a sentence, while in Fur language a modal cannot take the initial position.

The other point is that, the English modal can be used in code, before the subject, in short answers, and for introducing a negative sense by prefixing the modal to the particle ‘not’; however, these functions cannot be found in Fur language modals.
The Fur language modal (niN) on the other hand, usually precedes its verb. In the use of the Fur negative particle ‘a…ba’ the future marker (niN) comes between ‘a’ and ‘ba’, as in:

43. sare suk a k aniN ba.
   Tomorrow market neg pl.M go+will/shall neg
   We shall not go to the market tomorrow.

44. kani kia bilo! madarasa a jel ba
   Yesterday what happened to you School Neg. come Neg.
   What happened to you yesterday! You didn’t come to school.

   In Fur language futurity is only expressed by the use of future tense mark ‘niN’, but in English it can be expressed by present simple or continuous, as in:

44. He leaves the country tomorrow.
45. He is going to leave the country tomorrow.

   The future marker can not be used for forming questions as in English language modal auxiliaries.

   The same Fur future marker /niN/ is suffixed to the verb past form to express the present passive. However, when the marker (niN) precedes the verb it expresses futurity, and when follows the verb, it expresses passive. English primary auxiliaries, on the other hand, are extremely different from that of Fur language in terms of form and usage. However, they may be similar in tense when the English verb 'to be' is used as a main verb in the absence of the main verb.

   Therefore, no doubt, the Fur speaking learner of English as a foreign language encounters many difficulties in forming and using English language auxiliary verbs.

2.4 Previous Studies

2.4.0 Introduction
The scientific research cannot come from vacuum; it should depend on what others offer, such as theories, laws, scientific, principles, findings, and recommendations. So, it is not surprising that reviewing the contribution of some other writers in the intended field gives concrete basis for the present study, reinforces its existence, supports its findings and provides a clear picture showing different cases between the previous studies and the present one, (in term of its additional contributions).

Furthermore, this review shows the areas that need extra investigation. Thus, in this section, the researcher is going to give an overview of some studies conducted in the area of Fur language from linguistic and applied linguistic point of view.

These previous studies include linguistic studies and applied linguistic studies. Some of these studies are written in Arabic while the others are written in English or other European languages.

2.4.1 Linguistic Studies in Fur Language

Like most of African languages, the first studies of Fur language were referred to the beginning of 19 century. At that time some travelers and explorers of the River Nile wrote word lists of African languages vocabularies (Fur is one of them) for communicating with indigenous people and for understanding their cultures. The most popular names of that time were Henry Sait (1814), Ulrich Jasper (1816), Eduare Ruppell (1829), Mohammed, O. EL-lounsy (1845). In 20 century another group of British colonial officials worked in the area of Fur language. Among them were MacMichael (1920), Sandison (1936). The most important findings of these investigations can be summed up in the following points:

1- Fur is a tonal language.

2- There are some differences between the Fur language dialects specially the Northern, the western and the mountain dialects, generally, the distinction causes no 'unintelligibility'.
3- The Fur language verbal system is very complicated.

2.4.1.1 Systematic Studies of Fur language

2.4.1.2 Beaton, A. C. (1969) 'A Grammar of the Fur Language'

A. C. Beaton is a British colonial assistant who worked in Zalengie (a town in western Dar Fur, low land of language area) in (1936 - 1937). He (1969) writes a book entitled "A grammar of the Fur language" which is considered as the corner stone to the Fur language studies. This book includes the description of the Fur language parts of speech, the sounds, an introduction to the Fur language syntax, some idioms, and exercises translated from Fur language into English and vice versa.

i- Objectives

The main objective of the writer is to formulate the rules governing grammatical formation and syntactical construction of Fur language.

The book is also used to serve an educational political purpose. Politically, it is used for understanding the Fur communities through their language. Educationally, the book is designed in such way that can help to be used as a textbook. Also it is helpful in self learning.

ii- Comments

There are some problems that faced the researcher in formulating different rules of Fur language which can be summarized in the following points:

1- The Fur language sounds are not described in a systematic way. Sounds from different languages are used to describe the Fur language sounds. For example, the Fur sound /ny/ is described as in the Italian sound /regno/. The Fur sound /e/ is described as in the French sound /ètè/. The other sounds are described with respect to English language letters. This inconsistency of
description may confuse the learners who are not aware of French and Italian languages.

1- The use of tone is neglected in this study although, the meaning and the form of many words in Fur language are differentiated by tone, e.g:

/dèi/ = oil  
/déi/ = he goat

2- Many Latin cases are used in this study; whereas Fur language has only three cases: genitive (suffixed by in), locative suffixed by (le) and some times accusative suffixed by (si).

3- In this study the rules of the verb are generated from the first person singular pronoun as standard instead of the third person singular pronouns as it is used in many languages.

2.4.1.3 Angelika Jakobi (1983) A Fur Grammar

(Phonology, Morphophonology and Morphology)

This study is the first systematic approach to Fur language.

i- Objectives

The study aims at describing and analysing Fur language in a systematic way within the frame-work of structuralism. The description and analysis include phonology, morophonology, and morphology of the Fur language in addition to the function of tone.

ii- Findings

The researcher has reached the following findings: in terms of phonology,

1- Fur language has the following consonant sound: / f/, / b/, / t/, / d/, / p/, / k/, / l/, / s/, / m/, / n/, / N/, / ñ/, / r/, / w/, and / j/. The sound / z/ is very rare in Fur language.

2- There are five short vowel sounds: / e/, / a/, / o/, / u/, and / i/.

3- There are four long vowels: / aa/, / oo/, / uu/, and / ii/. 

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4- The sounds /k/ and /t/ frequently occur at the beginning of the Fur word, /N/ rarely occurs, whereas the sound /j/ never occurs at the beginning of the word.

5- The sounds /r/ and /l/ frequently occur in the medial position more than the sounds /f/ and /k/. The sound /z/ never occurs in the medial position.

6- In final position, the sounds /r/ and /l/ frequently occur more than /j/ while /w/, /z/, /k/, /d/, /l/ and /b/ never occur finally. Interims of morphology, the following findings are accounted by the researcher.

7- Number, person, tense, aspect, and case, have three makers which are prefixes, suffixes, and tone.

8- The basic word order of Fur language is S O V = subject + object + verb.

iii- Comments

1. Angelika (1983) disagreed to Beaton's (1969) conjugation of irregular verbs (p 114), assuming that (ke) and (ii) are tense markers but not auxiliary verbs as Beaton suggested. However, in Fur language, tense markers usually compose of a vowel and tone but not a consonant. Opposing to that the plural markers may consist of a consonant, a vowel and tone or all of them. So, 'ke' and 'ii' are not tense markers but they can function as the present form of the verb 'to be' in the absence of the main verb.

2. Angelika (1983) has treated the Fur language diphthongs as bi-phonemic vowel sequences; because they can split in metathesis. For example: the Fur verb 'rie =snatch' has the form 'rie' with (3rd, sg, pf) and the form 'ire' with (1st, sg, pf).

This feature makes the concept of diphthongs in Fur language differs from that of English language.
2.4.1.4 Idris Yousuf Ahmed (2000) 'Fur language Grammar and Culture'

This book is written in Arabic language by the native speaker of Fur language Ahmed, Y. I., (2000). The study is intended to describe the morphological aspects of Fur language and the cross linguistic transfer of the lexical items between Fur language and other languages.

i- Objectives

The main objectives of this study are to:

1- Show that the history of people can be written from their languages.
2- Help the non-native speaker to learn Fur language.
3- Shed light on the roots of the Fur language.
4- Show that Fur language was used to be the official language of Dar Fur independent sultanate for about four centuries which helped the language to gain an important status among other languages of the region.
5- Ascertain the role of Arabic language influence in exploring the properties and importance of Fur language.
6- Confirm the possibility of writing Fur language in Arabic. This can help the native speaker of Fur language to learn Arabic language via comparison and contrast between the two languages.

ii- Findings

The study reveals the following findings:

1- Fur language can be written in Arabic.
2- The use of Arabic pronunciation can help in reading and understanding Fur language.
3- Writing Fur language in English is more appropriate than in Arabic because the Fur language sounds are similar to English sounds rather than to Arabic language sounds.
4- The history of human beings can be written from their languages.
5- The cross-linguistic transfer between Fur language and these languages reveals the originality of Fur language.

<table>
<thead>
<tr>
<th>Language</th>
<th>Lexical word</th>
<th>Fur equivalent</th>
<th>Meaning in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Camel /kaml/</td>
<td>Kamal</td>
<td>Camel</td>
</tr>
<tr>
<td></td>
<td>Go /gɔu/</td>
<td>dʒv</td>
<td>Go</td>
</tr>
<tr>
<td>Arabic</td>
<td>/el/ Darb</td>
<td>lul dura</td>
<td>Night Road</td>
</tr>
<tr>
<td>Pairsin</td>
<td>in yak</td>
<td>in dik</td>
<td>This One</td>
</tr>
<tr>
<td>Nubamountains</td>
<td>dʒɔu kamak</td>
<td>dʒɔu kamal</td>
<td>Go Camel</td>
</tr>
<tr>
<td>Dongluse</td>
<td>marta tau</td>
<td>murta au</td>
<td>Horse Two</td>
</tr>
</tbody>
</table>

iii- Comments

1- This study does not follow a scientific method because the writer is not a linguist.

2- The writer has emphasizes the role of tone in Fur language by giving many examples, but the use of Arabic vowels makes it difficult to differentiate between the function of tone and the vowels. For example, the writer uses the following words to show the importance of tone and the difficulties that may face the non-native speaker to distinguish between minimal pairs with respect to long and short vowels:

<table>
<thead>
<tr>
<th>Arabic pronunciation</th>
<th>English pronunciation</th>
<th>Meaning</th>
<th>Fur pronunciation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>كورو /kuuruu/</td>
<td>Ku:ru:</td>
<td>Blind</td>
<td>kuurù</td>
<td>Long vowel +low tone</td>
</tr>
<tr>
<td>كرو /kuruu/</td>
<td>kuru</td>
<td>Tree</td>
<td>Kurù</td>
<td>Short vowel + low tone</td>
</tr>
<tr>
<td>كرو /kuruu/</td>
<td>kooro</td>
<td>Monkey</td>
<td>Kóror</td>
<td>High+Low tone</td>
</tr>
<tr>
<td>كرو /kuruu/</td>
<td>kooro</td>
<td>Water</td>
<td>Kóror</td>
<td>Low tone</td>
</tr>
</tbody>
</table>
2.4.1.5 Abdalla Dawood Omer (2003). The title of the thesis is 'The Fur language Effect on leaning English as A foreign language' (A partial research for the requirement of M.A degree in ELT). It is written in English; in the field of applied linguistics.

The study is based on a comparison between English language and Fur language aspects (i.e. phonology, Morphology, Syntax and Semantics) in general with emphasis on phonology.

i- Objectives:

The main objectives of the study are:

1. to identify the problems that face the Fur speaking students in learning English by comparing between Fur language and English language aspects.
2. to detect the possibility of interference from the L1 (Fur language) in learning English as a foreign language
3. to help the Fur speaking students in learning English by facilitating the difficulties that they may face.

ii- Findings:

The main findings of the study are:

1. English is a head marking language where the head of its verb is marked according to the person but Fur language is not. The verb changes its prefix according to the person. The word order of Fur language is S.O.V. (subject +object +verb) which is different from the word order of English language S.V.O. (subject +verb +object)
2. In English language the third person singular pronoun varies in form (i.e. she. he. it). In Fur language it keeps one form (yie= she. He. it)
3. Fur language is the cv-, vv-, and cvc- syllable structured language as in 'ko'=lets go; 'uu' =cow; 'Jel'= come here. The syllable structure (-ccv-) occurs only medially as in 'dikko'. English, on the other hand, has vc-, ccv-, and cccv- structure in the initial position and vc-, vcc-,
vccc- or more consonant clustered syllable in the final position; as in stem, Stand, attempt, and prompts.

4. Difficulties which face the Fur speaking students when learning English language are considered of no significance. Because most of them are counted below zero degree. Therefore they can be surmounted by any paid efforts from either learners or teachers or both.

5. English and Fur languages are related in all language learning levels though some sounds like /ń/ as in 'ñeen' and /ń/ as in 'ańger' of the Fur language are absent in English. And English sounds like /ʃ/ as in 'shudder', /tʃ/ as in 'child', /dʒ/ as in 'George', and /v/ as in 'van' are absent in the Fur language. Some differences of the Fur and English languages are in forms like word order. There are differences in culture like colour system and time reference. All these differences are not of great effect on English language learning.

iii- Recommendations

1. Fur people should standardize one of the Fur dialects so as to become language of science. This will be helpful when studies are being on the Fur language and culture, for the non-native speaker investigator of the Fur language, and Fur native scholars who know only one of the Fur dialects. Furthermore, this will overcame the difficulties of the regional deistical differences in studying the Fur language.

2. There are many symbols suggested by different writers – for example, the Fur language sounds like /ń/ and /ń/ are shown by different forms. Therefore, the Fur people need to unify the symbols of their language in order to have one language with one well known form.

3. Verb form of both English and Fur languages is very complex; but it is a very rich area of study.
4. Investigating the tense in both English and Fur languages may show very helpful materials for learning.

5. Prosodic phenomena, stress tone, and intonation are suggested to be for the future study.

6. If the Fur language idioms are contrasted to English language ones many interesting areas of similarities and differences may emerge from unknown places that will make learners of both languages benefit so much from learning each other language idioms.

**iv- comments**

The previous study is different from the present study in some respects.

Firstly, the two topics are different; hence, they have different objectives. The first study is intended to investigate the effect of the Fur language on learning English language among EFL Fur students. The present study is intended to investigate area of phonology and grammar in which EFL Fur students encounter the most difficulties. It is also intended to test the effectiveness of using supplementary activities in the areas of difficulty.

Secondly, the sample of the first study is EFL Fur students of a specific school (i.e. Dirbat secondary school for boys in eastern Jebal Mara). In contrast, the present study has two samples; EFL Fur students (boys and girls) of secondary schools in EL Fashir locality and their English teachers who are the native speakers of Fur language.

Thirdly, the previous study uses observation and ready made materials from the students' performance as instruments for collecting data. The collected data is analyzed by using the caused-effect correlation method. In contrast, the present study uses tests (oral and written), a questionnaire, and an interview as instruments for collecting data. The collected data is analyzed by using descriptive analytical method.
2.4.1.6 Ibrahim Adam Haroon (2008) 'The Effect of the Fur Language Sound System in Learning Standard Arabic in Dar Fur' (A Case Study of the basic level students in Kaas Locality)

This study is written in Arabic language for degree of PHD. It is a Comparative analysis between English sound system and Fur language sound system. The comparison between the two languages involves the segmental and the supra segmental features of Fur and English languages.

i- Objectives

This study aims at:
1. Identifying the extension to which the Fur language sound system can affect Fur students' learning of Arabic language sounds.
2. Discovering the other factors that may directly or indirectly hinder the Fur learners from learning Arabic language.
3. Helping the learners to overcome the problems that are attributed to the native language interference.

ii- Findings:

The main findings of this study are:
1. The younger learners performed better than the elder ones.
2. There is no distinction between male and female performance.
3. The two languages (English and Arabic) share similar sounds which can be used as a base for teaching the different sounds.
4. Most of the learners find it difficult to pronounce Arabic sounds that do not exist in their native language Fur.
5. The main factors that may be attributed to these difficulties are the interference of the mother tongue (i.e. Fur language), the effect of colloquial Arabic language, and incomplete leaning of Arabic language sound system.
6. Other factors associated with these difficulties are lack of efficient training, lack of experience in teaching, shortage of the text books, and crowded of classes.
iii- Recommendations

1. School age should begin at six.
2. The Sudanese authorities should take care of kindergarten.
3. Arabic teachers should be well trained.
4. Teacher should communicate with their students in standard Arabic.
5. Teachers should pay attention to the areas in which negative transfer can occur from the student’s first language (i.e. Fur) to the target language.

iv- Comments

The previous study and the current study are different in some respects.

Firstly, the investigated language is not the same in the two studies. In the previous study the investigated language is Arabic; whereas, in the current study the investigated language is English.

Secondly, the investigated areas, also, are not the same. The previous study is carried out to investigate the phonological problems that are encountered by Fur students in learning Arabic as a foreign language. The current study is carried out to investigate the phonological and the grammatical problems that encountered by Fur students in learning English as a foreign language.

Thirdly, the sample of the previous study is taken from the students of the basic schools; while the sample of the current study is taken from the students of the secondary schools.

Fourthly, Instruments that are used for collecting data in the previous study are interview for teachers and oral test for students. In the current study, a questionnaire is used for teachers and tests (oral and written) are used for students.
CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

Referring to chapter one, the purpose of this study is to investigate difficulties that affect EFL Fur students’ English language performance in phonology and grammar. This chapter is devoted to introduce the methodology that will be followed to achieve this purpose. It includes: methods of the study, the population and subjects, tools, and procedures that are used for collecting data.

3.1 Methods

With respect to the purpose of the study and the data that would be utilized to achieve it, three types of methods were selected. Descriptive analytical method was used for describing the literature review of the study. Empirical method was used for analyzing students' errors to uncover the difficulties that face the learners under question. Statistical method was used for testing research hypotheses and answering the research questions.

3.2 Population and Subjects of the Study

The population of this study included all EFL Fur students of secondary schools in the Northern Dar Fur state, and their English language teachers.

The Subjects involved all EFL Fur students who willingly accepted to participate in this study. They were students at the third level secondary schools for boys and girls in El-Fashir locality. All the students were speakers of Fur language as L1, Arabic language as L2 and learning English l as a foreign language. The total number of the subjects was 160 students. The students of physical problems have been eliminated from this study. These subjects represent the Fur speakers of Dar Fur in general and Northern Dar Fur in particular. However, most of the students are speakers of the 'Jebel Si' dialect. The subjects of the teachers include all English language teachers in
El-Fashir Locality who are the native speakers of the Fur language. The subjects are chosen during the academic year 2009-2010. The following table shows the distribution of the students' sample according to their present schools, number and sex.

Table (3.1) Students' sample according to their schools, sex, and number

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Camps for Boys</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Camps for Girls</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Al Manaar for girls</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Al Ahliya for boys</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>EL Fashir the model for girls</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Al Shaheed Traabo for boys</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Al Itihaad for girls</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Dar Fur for boys</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Al A?mal for girls</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Dinaar for boys</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Al Shargiya for girls</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>85</td>
</tr>
</tbody>
</table>

Most of students are from the camp schools of displaced people because these camps are regarded as a targeted area of Fur language after Dar Fur conflict. The subjects of the study share the following characteristics: all of them are the native speakers of Fur language; so they have the same linguistic background. They live in EL Fashir locality; so there are no big differences in their socio-economic status. The students' awareness of English language as a subject is nearly the same. They have studied the same syllabus and nearly under similar conditions for not less than seven years. The average
of their age is between 17 and 20. These subjects were utilized for the both tests (oral and written).

The selection of the subjects was done with the help of the English language students' teachers who are the native speakers of Fur language. The choice was confirmed by an oral interview introduced, individually, to the subjects by the researcher with the help of some English language teachers who are the native speakers of Fur language. Therefore, the subjects are an intended sample. However, those who suffered from physical problems were eliminated from the sample because they represent a special sample of population. The selected number of the subjects represents about (%89.39) from the total number of the Fur students of the third class (179) in the mentioned schools. Other subjects chosen for performing the questionnaire are the English teachers of these students who are the native speakers of Fur language. These subjects are devoted to investigate the teachers' perspectives about their students' difficulties in leaning English language phonology and grammar. All the subjects were teachers of English who had experience in teaching Fur speakers and other bilinguals as well. The total number of the subjects was (76), which represented all the participants that responded to the questionnaire from the whole number (79); so they represented (%96.20) of the total number. The choice of the subjects was done according to the researcher's personal knowledge. These subjects, also, included some of English language supervisors in EL Fashir locality.

Table (3.2) Distribution of the teachers' sample according to place of work number, and sex, qualifications and teaching experience

<table>
<thead>
<tr>
<th>Place of work</th>
<th>No.</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Ministry of education</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Camps girls' school</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Camps boys' school</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>School Name</td>
<td>Qualifications</td>
<td>Experience</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Al Shaheed Trabo school</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Al Ahliya boys' school</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>El Fasher boys' school</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>El Fasher girls' school</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Al a?mal girls' school</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>AL Ithaad girls' school</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>AL Shargiya girls' school</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Dar Fur boys' school</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Dinaar boys' school</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>AL Mahaad</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SELTI</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Al Fashir university</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Al Q'uraan Al kareem</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Al Faniya school</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Table (3.3) Distribution of the teachers' sample according to their qualifications and teaching experience

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Experiences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>B.A</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>H.D</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>M.A</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>22</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

3.3 Instruments of Data Collection

Three types of instruments: interview, tests and questionnaire are used for collecting data.
3.3.1 Oral Interview

This interview is used for confirming the validity of the intended subjects of EFL Fur students. The interview is conducted in the students' L1 (i.e. Fur) and L2 (i.e. Arabic) so as to let them at ease and to create friendly atmosphere. The students are also asked about their attitudes towards English language as a subject. The rationale behind the last question is that to trace the root and the causes of students' difficulties so as to consider them during supplementary activities.

3.3.2 Tests

The purpose of these tests (oral and written) is to investigate the phonological and grammatical difficulties that are encountered by EFL Fur students in learning English language. Each test consists of two types: pre and post. The pre-test is used for identifying the areas of difficulties and the post test is used to evaluate the effectiveness of the supplementary activities.

3.3.3 Questionnaire

The questionnaire is used for two purposes. Firstly, it is used for investigating the phonological and grammatical difficulties from the English language teachers' perspectives.

Secondly, it is for supporting the students' responses for testing the research questions and hypotheses.

3.4 Procedures

Procedures used for tackling the problem of the study are varied according to the instruments that are used; whether it is an interview, a test or a questionnaire. However all the instruments are used for testing all or some of the following hypotheses?

1. EFL Fur students at secondary level encounter difficulty in pronouncing some of English language speech sounds
2. EFL Fur students at secondary level encounter difficulty in using some of English language grammatical words.
3. L1 interference is one of the factors attribute to EFL Fur students' difficulty.
4. Supplementary activities in the areas of difficulty improve the EFL Fur students' performance.

3.4.1 The Procedure of the Interview

The researcher with the help of Fur speaking English language teachers selected EFL Fur students of the third class from each school mentioned above. This selection is depended on the students' information about themselves and the teachers' knowledge about the students. The oral interview is used to confirm this selection. It includes questions about the students' linguistic background and their on opinion about English language as a school subject. The students are asked individually. The questions are translated and explained into the students' L1 and L2 that the students can easily understand them.

3.4.2 Procedures of the Two Tests: Oral and Written

The ultimate aim of these tests is to answer the questions of the research and to test their hypotheses. It is important to mention here that all tests took place in EL Fashir university faculty of the basic level teachers.

3.4.2.1 The Oral Pre-test

The oral pre-test is administrated to a sample that is consisted of 20 EFL Fur students taken randomly from the intended subjects. The subjects are few in number because, generally, the oral task is more difficult to be assessed than the written one. In addition to that the students' standard in English language is so weak to extent that it will make the task too difficult to be implemented within more than that number. The subjects' standard in English language is evaluated with respect to the teachers' comments and the
researcher's observation of some English language lessons before the tests are being constructed.

The oral pre-test covers the areas of consonants, vowels and diphthongs, the plural suffix (-s/es) of regular nouns, the past suffix (-ed) of regular verbs, words consisting silent letters, and words consisting consonant-clusters.

The subjects are asked to read the words while they are recorded on the cassette and mobiles. Before starting speech, the students are given 10 minutes to go over the words. Also they are given free time for pronouncing the words. False start, hesitation or nonsense pronunciations are not accounted. The subjects' speech is individually recorded, transcribed, and judged by four teachers: the researcher and three of her colleagues Dr. Mohammed Ali and Dr. Husham Al tayeeb. It is important to mention here that the test is divided into two parts. The first part includes consonants, vowels and diphthongs, and the plural suffix (-s/es) of regular nouns. This part is given in the first day of examination. The rest of the test, which includes the past suffix of the regular nouns, silent letters and consonant-clusters, is given on the next day. Errors are accounted for the mispronunciation in the above areas. The full mark is (70 degrees), each word has (1) mark.

3.4.2.2 The Written Pre-test

The written pre-test consists of five multiple choice questions. Each question has twenty items, each item takes one mark, so the total is (100) marks. Sixty questions are devoted to determiners (i.e. articles, quantifiers and numerals, and pronouns), while forty questions are devoted to prepositions and auxiliary verbs. The subjects of the written test are (140). So, the total number of the EFL Fur students enrolled in these tests (i.e. oral and written) is (160).

3.4.2.3 The Oral Post-test
The oral post test was an equivalent of the oral pretest. The difference was only in the patterns that were used. The same procedure as in the pretest was followed with the same teachers who evaluated the students' performance in the oral pre-test.

The oral post-test was performed by (20) students who were divided, equally, into control and experimental groups. Only the students of the experimental group were exposed to the supplementary activities in the area of phonological difficulties before they attended the test.

It is important to mention here that the selection of the students in the post-tests was semi-randomly. This was done because the results of the pre-tests revealed that there were no prominent differences between the students' performance. So, in order to facilitate the work the researcher selected the subjects from the schools of greater numbers and the school which are nearby. Accordingly, the students of the two camp- schools in addition to the students of Al Manaar School for girls and Al Shaheed Traboo School for boys were involved in the task as an experimental group, while the students of other schools were considered as a control group.

3.4.2.4 The Written Post-test

Similarly to the written pre-test the written post- test also consisted of grammatical multiple choice questions. The same procedure of the pre-test was repeated.

Only the students of the experimental group were exposed to the supplementary activities before they attended the test. These activities were in the area of grammatical difficulties that were encountered by these students in the written pre-test. The students who attended the test were (70).

The control group which consisted of (10) students in the oral test and (70) in the written test attended the post-tests (oral and written) without exposing to any supplementary activities.

3.4.3 The Procedure of the Questionnaire
Teachers' questionnaire consisted of four parts; each part had a title carried the notion of one hypothesis. The total number of the statements was (40). The questionnaire was distributed by the researcher (in hand) to (79) English language teachers and supervisors at secondary schools who are the native speakers of Fur language. However, (76) of respondents were received back.

3.4.4 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analysis the collected data. Pearson's correlation was also used by which the following results were obtained:

\[
r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}}
\]

Where

- \(r = \) correlation
- \(R: \) Reliability of the test
- \(N: \) number of all items in the test
- \(X: \) odd scores
- \(Y: \) even scores
- \(\Sigma: \) Sum
- \(R = \frac{2 \times r}{1+r}\)
- \(\text{Correlation} = 0.63\)
- \(\text{Reliability} = 0.77\)

Pearson's correlation is used through half-methods. According to the equation below it is found that the validity is:

\[
\text{Val} = \sqrt{\text{validity}}
\]

\[
\text{Validity} = 0.88
\]

3.4.5 Evaluation of the Instruments
All the instruments were evaluated by (3) experts' English language teachers and supervisors at secondary schools and (2) lecturers at university. The three instruments gain their validity from modifications that had been done by the experts of the two groups, which were of great value to the researcher. For example, in the interview the experts advised the researcher to translate the interview questions into the subjects $L_1$ and $L_2$ rather than in $L_3$ as the researcher suggested to do.

In the oral tests the researcher had tended to give the students the whole test once but the experts advised the researcher to divide the task into two parts because the students were not familiar with the oral test. Some words, also, were replaced by the more frequently simple words, because the students' vocabularies were very poor so they might not know the word itself.

In the written test they advised the researcher to use objective tests instead of guided compositions as it was planned by the researcher; because of the weaknesses of the students' standard in English language.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter includes analysis and discussion of the data gathered by the oral and the written tests in addition to the questionnaire. The data obtained were analyzed by using SPSS programme (statistical package for social science) in which T-test, Paired test, Frequencies and percentages were utilized.

4.1 Analysis of the EFL Fur Students' Performance in Pre-tests

The main objectives of this analysis are to:

(i) Identify whether or not the subjects face difficulty in pronouncing the following items.

1. Some English language consonants
2. English language vowels and diphthongs.
3. Plural suffix(-s/es) of English language regular nouns
4. Past suffix (-ed) of English language regular verbs
5. Words involving silent letters.

These aspects are expected to be problematic areas for EFL Fur students.

(ii) Detect some linguistic factors affect EFL Fur students’ oral and written performance

(iii) Identify whether or not EFL Fur students encounter difficulties in using the following grammatical words

1. English language determiners
2. English language prepositions
3. English language auxiliary verbs

(iv) Detect some linguistic factors affecting EFL Fur students’ performance in using the above grammatical words.
4.1.1 EFL Fur Students’ Performance in the Oral Pre-test

Table (4.1) Analysis of EFL Fur students’ performance in pronouncing some of English Language consonants

<table>
<thead>
<tr>
<th>Sound</th>
<th>Words investigated</th>
<th>Students No.</th>
<th>Correct responses</th>
<th>Incorrect Responses</th>
<th>Words not pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>/p/</td>
<td>pin, /pin/</td>
<td>20</td>
<td>13</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>/v/</td>
<td>Five, /faiv/</td>
<td>20</td>
<td>8</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>/θ/</td>
<td>Three, /θri:/</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>Machine, /məʃi:n/</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>/ʧ/</td>
<td>Chair, /ʧeə/</td>
<td>20</td>
<td>17</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td>/ð/</td>
<td>This, /ðis/</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>/z/</td>
<td>Zero, /ziərəʊ/</td>
<td>20</td>
<td>16</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>/h/</td>
<td>head, /hed/</td>
<td>20</td>
<td>14</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>/ʤ/</td>
<td>Large, /la:ʤ/</td>
<td>20</td>
<td>8</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>Pleasure, /pleʒə/</td>
<td>20</td>
<td>5</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Total Responses</td>
<td>200</td>
<td>109</td>
<td>54.5</td>
<td>85</td>
<td>42.5</td>
</tr>
</tbody>
</table>

The table (4.1) above shows that the total number of EFL Fur students’ correct responses is (109) which represents (54.5\%) of their responses, while the total of the incorrect responses is (45.5\%) of their responses. However, (6) of them (3\%) failed to pronounce some words.

Most of students’ difficulties are in pronouncing the sounds (/ʒ/and /v/ 60\%), (/θ/, /ð/ and /ʤ/ 55\%), and (/ʧ/ 50\%). Correct responses show that most of students, however, found it easy to pronounce the sounds (/ʧ/85\%) which is not found in their native language, (/z/ 80\% and /h/ 70\%) which are
very rare in their language, and (/p/ 65%) which is always interchangeable with /f/ sound in Fur language.

Table (4.2) Analysis of EFL Fur Students’ performance in pronouncing English Language Vowels and Diphthongs

<table>
<thead>
<tr>
<th>Sound</th>
<th>Investigated words</th>
<th>No. students</th>
<th>Correct responses</th>
<th>Incorrect responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>/u/</td>
<td>Good , /gud/</td>
<td>20</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>οu</td>
<td>No , /nəu/</td>
<td>20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>/ u:/</td>
<td>Gone , /gən/</td>
<td>20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>/ ɔ:/</td>
<td>Bought , /bɔ:t/</td>
<td>20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>/ɔː/</td>
<td>Were , /wɔː/</td>
<td>20</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>/oə/</td>
<td>Hear , /hɔə/</td>
<td>20</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>/aː/</td>
<td>Arm , /aːm/</td>
<td>20</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>/uə/</td>
<td>pure , /pjʊə/</td>
<td>20</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>/ei/</td>
<td>Gate , /geɪt/</td>
<td>20</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>/uː/</td>
<td>Two , /tuː/</td>
<td>20</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>/eə/</td>
<td>Their , /ðəə/</td>
<td>20</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>/ai/</td>
<td>Ride , /raɪd/</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>/ɔi/</td>
<td>Boil , /bɔɪl/</td>
<td>20</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>/iː/</td>
<td>Meat , /miːt/</td>
<td>20</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>/au/</td>
<td>Loud , /laʊd/</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>Come , /kʌm/</td>
<td>20</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>/e/</td>
<td>Sell , /sel/</td>
<td>20</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>/ə/</td>
<td>About , /əbəut/</td>
<td>20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>/i/</td>
<td>Lip , /lɪp/</td>
<td>20</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>/æ/</td>
<td>Match , /mætʃ/</td>
<td>20</td>
<td>14</td>
<td>70</td>
</tr>
</tbody>
</table>
The analysis in table (4.2) reveals that the total correct responses of the students’ performance in pronouncing English vowels and diphthongs is (225, 56.25%), whereas, the total of the incorrect responses is (43.75%). According to this analysis, students failed to pronounce most of English language diphthongs (/eə/, /əu/, /iə/, /ei/). Mispronunciation of the long vowels (/ɔ:/, /ɔ:/ and the short vowel (/ə/) also shows the high frequency of incorrect responses. On the other hand, short vowel sounds (/i/, /e/) and diphthongs (/ai/, /au/) show the high frequency of correct responses.

Table (4.3) Analysis of EFL Fur Students’ performance in pronouncing the plural ending (-s) of English language regular nouns

<table>
<thead>
<tr>
<th>Sound</th>
<th>Investigated words</th>
<th>No. students</th>
<th>Correct responses</th>
<th>Incorrect responses</th>
<th>words not pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>/s/</td>
<td>books, /bʊks/</td>
<td>20</td>
<td>18</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>/s/</td>
<td>Cats, /kæts/</td>
<td>20</td>
<td>19</td>
<td>95</td>
<td>1</td>
</tr>
<tr>
<td>/z/</td>
<td>Walls, /wɔlz/</td>
<td>20</td>
<td>5</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>/z/</td>
<td>Dogs, /dɒgz/</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>/z/</td>
<td>Beds, /bedz/</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>/z/</td>
<td>Rooms, /ruːmz/</td>
<td>20</td>
<td>5</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>/ɪz/</td>
<td>Buses, /bʌsiz/</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>/ɪz/</td>
<td>Bridges, /brɪdʒiz/</td>
<td>20</td>
<td>8</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>/ɪz/</td>
<td>Watches /waːtʃiz/</td>
<td>20</td>
<td>6</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>/ɪz/</td>
<td>Bushes, /bʌʃiz/</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
</tbody>
</table>
Table (4.3) shows that the total of the correct responses is (78, 39%); the total of the incorrect responses is (120, 60%) and the total of the unpronounced words is (2, 1%). Nearly all EFL Fur students have no difficulties in pronouncing the final plural marker (-s) when it is suffixed to the noun ending with the voice less plosives, as in words (cats, /kæts/ 95%) and (books, /buks/ 90%). It has been noticed that the students face difficulties the plural marker (-s) is pronounced /z/ or /iz/ the students faced difficulty, as in words (beds,/bedz/ 90%), (dogs, /dɒgz/ 85%), (buses, /bʌsiz/ 85%), and (Watches, /wɔtʃiz/ 55%).

Table (4.4) Analysis of EFL Fur students’ performance in pronouncing the past- ending (-ed) of English language regular verbs

<table>
<thead>
<tr>
<th>Sound</th>
<th>Investigated words</th>
<th>No. students</th>
<th>Correct responses</th>
<th>incorrect responses</th>
<th>words not pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>/-t/</td>
<td>Looked, /lukt/</td>
<td>20</td>
<td>4</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>/-t/</td>
<td>Pushed, /puʃt/</td>
<td>20</td>
<td>5</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>/-t/</td>
<td>Stopped, /stɒpt/</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>/-t/</td>
<td>Touched, /tʌʃt/</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>/-d/</td>
<td>Opened, /əʊpənd/</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>/-d/</td>
<td>Killed,/kild/</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>/-d/</td>
<td>Showed, /ʃɔuwd/</td>
<td>20</td>
<td>14</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>/-d/</td>
<td>Arrived, /əraɪvd/</td>
<td>20</td>
<td>15</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>/-id/</td>
<td>Decided, /dɪsaɪdɪd/</td>
<td>20</td>
<td>18</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>/-id/</td>
<td>Pointed, /pɔɪntɪd/</td>
<td>20</td>
<td>16</td>
<td>80</td>
<td>4</td>
</tr>
</tbody>
</table>
Table (4.4) shows that, in general sense the total correct of the students’ responses is almost (98, 49%) the same as their total incorrect responses (100, 50%) with (2, 1%) of not pronounced sounds. However in details, the high percentages of EFL Fur students’ correct pronunciation are (18, 90%) for the /-id/ sound, (15, 75%) for the /-d/ sound and (5, 15%) for the /-t/ sound. Whereas the high percentages of their incorrect responses are (4, 20%) for the /-id/ sound, (11, 55%) for the sound /-d/, and (18, 90%) for the /-t/ sound.

Table (4.5) analysis of EFL Fur students’ performance in pronouncing English silent consonant letters

<table>
<thead>
<tr>
<th>Silent letter</th>
<th>Investigated words</th>
<th>No students</th>
<th>Correct responses</th>
<th>Incorrect responses</th>
<th>words Not pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>w</td>
<td>Wrong, / rɒŋ/</td>
<td>20</td>
<td>18</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>s</td>
<td>Island, / aɪlənd/</td>
<td>20</td>
<td>7</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>g,h,r</td>
<td>Neighbour, / neɪbə/</td>
<td>20</td>
<td>4</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>d</td>
<td>Wednesday, /wenzdei/</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>b</td>
<td>Climb, / klaim/</td>
<td>20</td>
<td>7</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>r</td>
<td>Centre, / sentə/</td>
<td>20</td>
<td>9</td>
<td>54</td>
<td>11</td>
</tr>
<tr>
<td>h</td>
<td>Wheel, /wi:l/</td>
<td>20</td>
<td>14</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>h,t</td>
<td>Whistle, / wisl/</td>
<td>20</td>
<td>4</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>w</td>
<td>whole, /hol/</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>k</td>
<td>Knot, /nɒt/</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Total responses</td>
<td></td>
<td>200</td>
<td>94</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.5) indicates the total correct of the students’ pronunciation of words including silent letters is (94, 47%) and the total of their incorrect
pronunciation is (100 50%), while (6, 3%) failed to pronounce some words. Words rather easily pronounced by EFL Fur students are: wrong, /ˈrɒŋ/ (18, 90%), wheel, /ˈwiːl/ (14, 70%), and Wednesday, /ˈwenzdeɪ/ (12, 60%). Generally speaking; EFL Fur students found difficulty in pronouncing most of the words correctly. However, words such as; neighbour, /ˈneɪbə/ (14, 70%), whistle, /ˈwɪsl/ (14, 70%), climb, /ˈklæm/ (13, 65%), island, /ˈaɪlənd/ (13, 65%), and knot, /nɒt/ (11, 55%) could be considered the most problematic area.

Table (4.6) Analysis of EFL Fur Students’ performance in pronouncing

<table>
<thead>
<tr>
<th>Position</th>
<th>Clusters</th>
<th>Investigated Words</th>
<th>No. students</th>
<th>Correct responses</th>
<th>Incorrect responses</th>
<th>Words not pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Initial</td>
<td>ccv-</td>
<td>School, /ˈskuːl/</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>cccv-</td>
<td>String, /ˈstrɪŋ/</td>
<td>20</td>
<td>7</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>Medial</td>
<td>-vccv-</td>
<td>Captain, /ˈkæptɪn/</td>
<td>20</td>
<td>17</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>-vcccv</td>
<td>English, /ˈɪŋgliʃ/</td>
<td>20</td>
<td>17</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>-vccccv</td>
<td>Extra, /ˈekstrə/</td>
<td>20</td>
<td>4</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Final</td>
<td>-vcc</td>
<td>Little, /ˈlɪtl/</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>-vcc</td>
<td>Desk, /ˈdɛsk/</td>
<td>20</td>
<td>13</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>-vccc</td>
<td>Months, /ˈmʌnθs/</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>-vccc</td>
<td>Attempts, /ˈætɛmpts/</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>-vcccc</td>
<td>texts, /ˈteksts/</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>200</td>
<td>75</td>
<td>37.50</td>
<td>122</td>
</tr>
</tbody>
</table>

Table (4.6) indicates that the total correct responses of the student’s performance in consonant- clusters is (75, 37.50%), while the total of the incorrect responses is (122, 61.00%); however three students (1.50%) failed to pronounce the words (extra, /ˈekstrə/) and (texts, /teksts/). According to this
Most of the correct responses are recorded in the pronunciation of the words, which have two consonant-clusters in the medial position: (Captain, /kæptin/ 85%), (English, /ɪŋglɪʃ/ 85%), and the final position word (desk, /desk/ 65%). Most of the incorrect responses, on the other hand, have been manifested in the pronunciation of four consonant-clusters medial position (extra, /ekstrə/ 60%) and the final position consonant clusters (little, /lɪtl/, months, /mʌnθs/, attempts, /ətəmptəs/, and texts, /teksts/ 90%).

Table (4.7) Analysis of EFL Fur students' performance in pronouncing some of English speech sounds

<table>
<thead>
<tr>
<th>Speech sounds</th>
<th>Responses</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonants</td>
<td>correct</td>
<td>20</td>
<td>6.25</td>
<td>2.51</td>
<td>2.220</td>
<td>19</td>
<td>0.038</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>3.75</td>
<td>2.51</td>
<td>2.220</td>
<td>19</td>
<td>0.038</td>
</tr>
<tr>
<td>Vowels &amp; Diphthongs</td>
<td>correct</td>
<td>20</td>
<td>10.50</td>
<td>3.74</td>
<td>6.651</td>
<td>19</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>8.50</td>
<td>3.74</td>
<td>5.368</td>
<td>19</td>
<td>0.000</td>
</tr>
<tr>
<td>Plural ending (-s)</td>
<td>correct</td>
<td>20</td>
<td>3.91</td>
<td>2.30</td>
<td>2.124</td>
<td>19</td>
<td>0.045</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>6.09</td>
<td>2.30</td>
<td>2.124</td>
<td>19</td>
<td>0.045</td>
</tr>
<tr>
<td>Past ending (-ed)</td>
<td>correct</td>
<td>20</td>
<td>4.41</td>
<td>2.86</td>
<td>-0.623</td>
<td>19</td>
<td>0.020</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>5.59</td>
<td>2.86</td>
<td>-2.490</td>
<td>19</td>
<td>0.020</td>
</tr>
<tr>
<td>Silent letters</td>
<td>correct</td>
<td>20</td>
<td>4.40</td>
<td>2.87</td>
<td>0.623</td>
<td>19</td>
<td>0.022</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>5.60</td>
<td>2.87</td>
<td>2.491</td>
<td>19</td>
<td>0.022</td>
</tr>
<tr>
<td>Consonant-clusters</td>
<td>correct</td>
<td>20</td>
<td>3.90</td>
<td>2.31</td>
<td>2.125</td>
<td>19</td>
<td>0.047</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>20</td>
<td>6.10</td>
<td>2.31</td>
<td>2.125</td>
<td>19</td>
<td>0.047</td>
</tr>
</tbody>
</table>

According to table (4.7) the correct and the incorrect responses of the learners' pronunciation show significant differences at the level (05). The significant difference is (0.038) for consonants, (0.000) for vowels, (0.045) for the plural ending (-s) of regular nouns, (0.020) for the past ending (-ed) of regular verbs, (0.022) for silent letters, and (0.047) for consonant-clusters.
4.1.2. Factors Affecting EFL Fur Students’ Oral Performance

Table (4.8) Analysis of factors affecting EFL Fur student’s oral performance

<table>
<thead>
<tr>
<th>Investigated areas</th>
<th>Factors affecting EFL Fur students’ pronunciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L1 interference</td>
<td>L2 transfer</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>consonants</td>
<td>37</td>
<td>43.53</td>
</tr>
<tr>
<td>Vowels</td>
<td>15</td>
<td>8.57</td>
</tr>
<tr>
<td>Plural-ending(-s)</td>
<td>58</td>
<td>48.33</td>
</tr>
<tr>
<td>Past-ending (-ed)</td>
<td>31</td>
<td>31.00</td>
</tr>
<tr>
<td>silent letters</td>
<td>70</td>
<td>70.00</td>
</tr>
<tr>
<td>clusters</td>
<td>101</td>
<td>82.79</td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
<td>44.44</td>
</tr>
</tbody>
</table>

Table (4.8) shows that (44.44%) of EFL Fur student’s mispronunciation of English language sounds were probably attributed to interference of their native language (Fur), (%4.70) to negative transfer of their second language (Arabic), (%9.54) to inconsistency of third language (English), and (%41.31) to teaching problems.

Table (4.9) Analysis of correlation between factors in consonants (paired-test correlation)

<table>
<thead>
<tr>
<th>Consonants</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total errors</td>
<td>20</td>
<td>3.75</td>
<td>2.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>2.36</td>
<td>1.57</td>
<td>.857</td>
<td>.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>1.06</td>
<td>1.30</td>
<td>.829</td>
<td>.000</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>0.27</td>
<td>0.34</td>
<td>.215</td>
<td>.364</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>0.06</td>
<td>0.15</td>
<td>.169</td>
<td>.546</td>
</tr>
</tbody>
</table>

Table (4.9) shows that the significance of the L1 interference is (.000). The significance of the L2 negative transfer is also (.000). Whereas the
The significance of L3 learning problems is (0.364) and the significance of teaching problems is (.546).

Table (4.10) Analysis of the correlation between factors in vowels and diphthongs (paired-test correlation)

<table>
<thead>
<tr>
<th>Vowels&amp; diphthongs</th>
<th>No. students</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total errors</td>
<td>20</td>
<td>8.50</td>
<td>3.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>2.33</td>
<td>1.36</td>
<td>.732</td>
<td>.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>6.17</td>
<td>3.21</td>
<td>.792</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table (4.10) shows that the significance of L1 interference and the teaching problems is (0.000) at the level of (0.05). However, errors related to L2 negative transfer or L3 learning problems are not detected.

Table (4.11) Correlation of factors affecting the students’ pronunciation of the regular nouns plural suffix (-s)

<table>
<thead>
<tr>
<th>Plural suffix (-s)</th>
<th>No. students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total errors</td>
<td>20</td>
<td>6.09</td>
<td>2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>3.10</td>
<td>2.95</td>
<td>.491</td>
<td>.028</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>0.40</td>
<td>.995</td>
<td>.257</td>
<td>.275</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>2.59</td>
<td>1.73</td>
<td>.553</td>
<td>.011</td>
</tr>
</tbody>
</table>

Table (4.11) indicates that the correlation between the total errors and errors attributed to the student’s L1 interference (0.028) and teaching problems (0.011) are significant at the level of (0.05), while the same correlation between total errors and L3 learning problems (0.275) is not significant at that level.
Table (4.12) Correlation of factors affecting the students’ pronunciation of the regular verbs past suffix (-ed)

<table>
<thead>
<tr>
<th>Total errors</th>
<th>No. students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past suffix (-ed)</td>
<td>20</td>
<td>5.59</td>
<td>2.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>2.14</td>
<td>1.51</td>
<td>.924</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>0.200</td>
<td>.29</td>
<td>.229</td>
<td>.332</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>3.25</td>
<td>2.74</td>
<td>.998</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table (4.12) shows that the correlation of both L1 interference errors and errors of teaching problems are significant (0.000) at the level of (05), while errors of L3 learning problems is not significant (0.332) at the level of (0.05). However, L2 transfer has no clearly traceable effect found.

Table (4.13) Correlation of factors affecting the students’ pronunciation of words consisting silent letters

<table>
<thead>
<tr>
<th>Words of silent letters</th>
<th>No. students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total errors</td>
<td>20</td>
<td>5.60</td>
<td>2.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>3.50</td>
<td>2.11</td>
<td>.690</td>
<td>.001</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>.50</td>
<td>.398</td>
<td>.106</td>
<td>.546</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>1.30</td>
<td>.795</td>
<td>.211</td>
<td>.373</td>
</tr>
</tbody>
</table>

Table (4.13) shows that L1 interference errors are significant (0.001) at the level of (05), while errors attributed to L3 learning problems (.546) or problems of teaching (.373) are not significant at that level. L2 transfer has no contribution to the students’ errors in pronouncing words silent letters.
Table (4.14) Correlation of factors affecting the students’ pronunciation of consonant-clusters

<table>
<thead>
<tr>
<th>Consonant-clusters</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total errors</td>
<td>20</td>
<td>6.10</td>
<td>2.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 interference</td>
<td>20</td>
<td>5.00</td>
<td>2.15</td>
<td>.803</td>
<td>.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>20</td>
<td>.30</td>
<td>.228</td>
<td>.576</td>
<td></td>
</tr>
<tr>
<td>Teaching problems</td>
<td>20</td>
<td>.75</td>
<td>1.49</td>
<td>.461</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.14) reveals that L1 interference is significant (0.000) at the level of (05), while L3 learning problems (.576) and teaching problems (.461) are not significant at the level of (.05). However, L2 transfer does not exhibit any influence on students' performance of consonant – clusters.

4.1.3 EFL Fur students’ performance in the written pretest

Table (4.15) Analysis of students’ written performance in English language determiners

<table>
<thead>
<tr>
<th>Determiners</th>
<th>No. of students</th>
<th>Correct Responses</th>
<th>Incorrect responses</th>
<th>Total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Articles</td>
<td>140</td>
<td>1190</td>
<td>14.17</td>
<td>1610</td>
</tr>
<tr>
<td>Quantifiers &amp; numerals</td>
<td>140</td>
<td>1485</td>
<td>17.68</td>
<td>1315</td>
</tr>
<tr>
<td>pronouns</td>
<td>140</td>
<td>1751</td>
<td>20.85</td>
<td>1049</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>4426</td>
<td>52.70</td>
<td>3974</td>
</tr>
</tbody>
</table>

Table (4.15) shows that the total correct of EFL Fur students’ responses in using English language determiners is (4426, %52.70), the total of their incorrect responses is (3974, %47.30). The percentage of incorrect responses is (%14.17) for articles, (%17.68) for quantifiers and numerals, and (%20.85) for pronouns.
Table (4.16) Comparative analysis of EFL Fur students' written performance in using English language grammatical words

<table>
<thead>
<tr>
<th>Grammatical words</th>
<th>No. of students</th>
<th>Correct Responses</th>
<th>Incorrect responses</th>
<th>Total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>determiners</td>
<td>140</td>
<td>4426</td>
<td>31.61</td>
<td>3974 28.39</td>
</tr>
<tr>
<td>prepositions</td>
<td>140</td>
<td>1267</td>
<td>9.05</td>
<td>1533 10.95</td>
</tr>
<tr>
<td>auxiliaries</td>
<td>140</td>
<td>1435</td>
<td>10.25</td>
<td>1365 9.75</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>7128</td>
<td>50.91</td>
<td>6872 49.09</td>
</tr>
</tbody>
</table>

Table (4.16) identifies that the total correct of EFL Fur students' responses is in using English language grammatical words is (7128, %50.91), whereas the total of their incorrect responses is (7872, 49.09). In the use of English language determiners, (%31.61) of EFL Fur students’ responses is correct, while (%28.39) of their responses is incorrect. Regarding the use of English language prepositions, (%9.05) of the students’ responses is correct, while (%10.95) of them is incorrect. In the use of English language auxiliary verbs, (%10.25) of the students' responses is correct whereas (%9.75) of their responses is incorrect.
Table (4.17) Descriptive analysis of EFL Fur students' written performance in English language grammatical words

<table>
<thead>
<tr>
<th>Grammatical words</th>
<th>No. of students</th>
<th>Correct Mean</th>
<th>Std. deviation</th>
<th>Std. Errors</th>
<th>Incorrect Mean</th>
<th>Std. deviation</th>
<th>Std. Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>140</td>
<td>8.50</td>
<td>4.21</td>
<td>.36</td>
<td>11.50</td>
<td>4.22</td>
<td>.36</td>
</tr>
<tr>
<td>Prepositions</td>
<td>140</td>
<td>9.05</td>
<td>4.02</td>
<td>36</td>
<td>10.95</td>
<td>4.50</td>
<td>.38</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>140</td>
<td>10.25</td>
<td>4.18</td>
<td>.35</td>
<td>9.71</td>
<td>4.26</td>
<td>.36</td>
</tr>
<tr>
<td>Quantifiers and numerals</td>
<td>140</td>
<td>10.61</td>
<td>3.35</td>
<td>.25</td>
<td>9.39</td>
<td>3.42</td>
<td>.29</td>
</tr>
<tr>
<td>Pronouns</td>
<td>140</td>
<td>12.51</td>
<td>4.93</td>
<td>.42</td>
<td>7.49</td>
<td>4.9</td>
<td>.41</td>
</tr>
</tbody>
</table>

According to table (4.17) most of EFL Fur students’ incorrect responses are in the use of articles (11.50), and prepositions. Most of the students' correct responses are in the use of pronouns as determiners (12.51).

Table (4.18) Analysis of EFL Fur students’ written performance (paired sample correlations)

<table>
<thead>
<tr>
<th>Words</th>
<th>responses</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>correct</td>
<td>140</td>
<td>8.50</td>
<td>4.21</td>
<td>-.998</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>140</td>
<td>11.50</td>
<td>4.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions</td>
<td>correct</td>
<td>140</td>
<td>9.05</td>
<td>4.29</td>
<td>-.981</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>140</td>
<td>10.95</td>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>correct</td>
<td>140</td>
<td>10.25</td>
<td>4.18</td>
<td>-.997</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>140</td>
<td>9.71</td>
<td>4.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantifiers &amp; numerals</td>
<td>correct</td>
<td>140</td>
<td>10.16</td>
<td>3.35</td>
<td>-.989</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>140</td>
<td>9.39</td>
<td>3.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronouns</td>
<td>correct</td>
<td>140</td>
<td>12.51</td>
<td>4.93</td>
<td>-.993</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>incorrect</td>
<td>140</td>
<td>7.49</td>
<td>4.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table (4.18) shows that, correlations between correct responses and incorrect responses of EFL Fur students’ written performance are significant (0.000) at the level of (.05).

### 4.1.4 Factors affecting the students’ written performance

Table (4.19) Factors affecting the students’ written performance in articles

<table>
<thead>
<tr>
<th>Errors of articles</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 interference</td>
<td>140</td>
<td>1.57</td>
<td>1.55</td>
<td>-1.795</td>
<td>139</td>
<td>0.074</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>140</td>
<td>3.17</td>
<td>2.10</td>
<td>-3902</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>140</td>
<td>4.46</td>
<td>2.52</td>
<td>-3.739</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>140</td>
<td>2.30</td>
<td>2.12</td>
<td>-1.167</td>
<td>139</td>
<td>0.244</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>11.5</td>
<td>4.43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.19) shows that errors attributed to the students' L1 interference (0.074) and teaching problems (0.244) are not significant at the level of (0.05). Whereas, the students' errors attributed to L2 negative transfer and L3 learning problems are significant (0.000) at the level of (.05).

Table (4.20) Factors affecting the students’ written performance of prepositions

<table>
<thead>
<tr>
<th>Errors in prepositions</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 interference</td>
<td>140</td>
<td>1.37</td>
<td>1.20</td>
<td>0.038</td>
<td>139</td>
<td>0.970</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>140</td>
<td>4.63</td>
<td>2.50</td>
<td>-4.591</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>140</td>
<td>3.25</td>
<td>1.72</td>
<td>-2.756</td>
<td>139</td>
<td>0.006</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>140</td>
<td>1.70</td>
<td>1.56</td>
<td>-2.066</td>
<td>139</td>
<td>0.040</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>10.95</td>
<td>4.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table (4.20) shows that L1 interference is not significant (0.970); L2 negative transfer is significant (0.000); L3 learning problems is significant (0.006); and teaching problems is significant (040) at (0.05) level.

Table (4.21) Factors affecting the students’ written performance in auxiliaries

<table>
<thead>
<tr>
<th>Errors in auxiliaries</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 interference</td>
<td>140</td>
<td>5.19</td>
<td>3.51</td>
<td>3.531</td>
<td>139</td>
<td>.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>140</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>140</td>
<td>1.67</td>
<td>1.70</td>
<td>0.038</td>
<td>139</td>
<td>.970</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>140</td>
<td>2.85</td>
<td>2.18</td>
<td>2.516</td>
<td>139</td>
<td>.012</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>9.71</td>
<td>4.26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.21) indicates that only errors of L3 learning problems (.970) are not significant at the level of (.05).

Table (4.22) Factors affecting the students’ written performance of quantifiers & numerals

<table>
<thead>
<tr>
<th>Errors in quantifiers &amp; numerals</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 interference</td>
<td>140</td>
<td>3.00</td>
<td>1.82</td>
<td>4.426</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 interference</td>
<td>140</td>
<td>1.31</td>
<td>1.30</td>
<td>0.877</td>
<td>139</td>
<td>0.381</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>140</td>
<td>2.19</td>
<td>1.31</td>
<td>2.103</td>
<td>139</td>
<td>0.036</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>140</td>
<td>2.89</td>
<td>1.80</td>
<td>3.103</td>
<td>139</td>
<td>0.002</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>9.39</td>
<td>3.42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.22) shows that with exception to L2 negative transfer (0.381) all the other factors errors are significant at (.05) level.
Table (4.23) Factors affecting the students’ written performance in pronouns

<table>
<thead>
<tr>
<th>Errors in pronouns</th>
<th>No. of students</th>
<th>mean</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 interference</td>
<td>140</td>
<td>3.35</td>
<td>2.55</td>
<td>2.39</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 negative transfer</td>
<td>140</td>
<td>0.45</td>
<td>0.73</td>
<td>0.474</td>
<td>139</td>
<td>0.636</td>
</tr>
<tr>
<td>L3 learning problems</td>
<td>140</td>
<td>1.01</td>
<td>1.15</td>
<td>2.122</td>
<td>139</td>
<td>0.035</td>
</tr>
<tr>
<td>Teaching problems</td>
<td>140</td>
<td>2.67</td>
<td>1.97</td>
<td>3.484</td>
<td>139</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>7.49</td>
<td>4.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.23) identifies that with exception to L2 negative transfer (0.636), all the other factors errors are significant at (0.05) level.

4.2 Analysis of the EFL Fur Students' Performance in Post-tests

In this section, the data obtained from the EFL Fur students' performance in the post test will be analyzed. The main objective of the posttests (oral and written) is to test the efficiency of utilizing supplementary activities as a remedial method for improving the students' performance in the areas of difficulties obtained from the pretests (oral and written). The posttests are conducted with the assumption that the EFL Fur students' performance in the posttests should be improved after the supplementary activities. The task has focused on the areas of difficulties that are investigated in the pretests.

Thus the test involves the same areas of the pretest with difference in patterns for testing. The test is administered to two groups: the control and the experimental as well.
4.2.1 Analysis of Students' Performance in the Oral Post-test

Table (4.24) Descriptive analysis of control and experimental groups’ performance in the oral test

<table>
<thead>
<tr>
<th>Incorrect responses</th>
<th>group</th>
<th>No. students</th>
<th>mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>consonants</td>
<td>Cont.</td>
<td>10</td>
<td>4.20</td>
<td>3.22</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>1.00</td>
<td>1.05</td>
</tr>
<tr>
<td>Vowels and diphthongs</td>
<td>Cont.</td>
<td>10</td>
<td>11.10</td>
<td>4.70</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>5.80</td>
<td>3.45</td>
</tr>
<tr>
<td>Plural suffix (-s/es)</td>
<td>Cont.</td>
<td>10</td>
<td>3.00</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>0.90</td>
<td>1.70</td>
</tr>
<tr>
<td>Past suffix (-ed)</td>
<td>Cont.</td>
<td>10</td>
<td>4.20</td>
<td>2.54</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>1.80</td>
<td>1.31</td>
</tr>
<tr>
<td>Silent letters</td>
<td>Cont.</td>
<td>10</td>
<td>5.10</td>
<td>2.28</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>1.90</td>
<td>1.59</td>
</tr>
<tr>
<td>Consonant-clusters</td>
<td>Cont.</td>
<td>10</td>
<td>6.00</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>10</td>
<td>2.90</td>
<td>3.68</td>
</tr>
</tbody>
</table>

Table (4.24) indicates that overall investigates areas; the means of incorrect responses of the control group are higher than those of the experimental group.

Table (4.25) Analysis differences between control and experimental groups’ oral performance (ANOVA)

<table>
<thead>
<tr>
<th>Incorrect responses</th>
<th>sum of squares</th>
<th>df</th>
<th>mean of squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>consonants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>51.200</td>
<td>2</td>
<td>51.200</td>
<td>8.896</td>
<td>0.008</td>
</tr>
<tr>
<td></td>
<td>103.600</td>
<td>18</td>
<td>2.7560</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vowels &amp; diphthongs: between groups</td>
<td>104.450</td>
<td>2</td>
<td>140.450</td>
<td>8.248</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>306.500</td>
<td>18</td>
<td>17.028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plural suffix (-s) :</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.250</td>
<td>2</td>
<td>31.250</td>
<td>16.304</td>
<td>0.011</td>
</tr>
</tbody>
</table>
Table (4.25) shows that the difference between the control group and the experimental group is significant in all investigated areas at the level of (0.05). The significance between the two groups incorrect responses are (0.008) for consonants, (0.001) for vowels and diphthongs, (0.011) for the plural suffix (-s/es) of regular nouns, (0.033) for the past tense suffix (-ed) of regular verbs (0.002) for silent letters, and (0.038) for consonant clusters.

### 4.2.2 Analysis of the EFL Fur Students' Performance in the Written Post- test

Table (4.26) Descriptive analysis of control and experimental groups’ performance in using grammatical words

<table>
<thead>
<tr>
<th>Incorrect responses</th>
<th>Group</th>
<th>No. students</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Std. errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>articles</td>
<td>Cont.</td>
<td>70</td>
<td>11.19</td>
<td>4.21</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>70</td>
<td>7.71</td>
<td>2.94</td>
<td>3.7</td>
</tr>
<tr>
<td>prepositions</td>
<td>Cont.</td>
<td>70</td>
<td>10.67</td>
<td>3.86</td>
<td>0.46</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>70</td>
<td>7.73</td>
<td>2.77</td>
<td>0.33</td>
</tr>
<tr>
<td>Auxiliary verbs</td>
<td>Cont.</td>
<td>70</td>
<td>9.64</td>
<td>4.74</td>
<td>0.49</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>70</td>
<td>4.80</td>
<td>3.32</td>
<td>0.39</td>
</tr>
<tr>
<td>quantifiers and numerals</td>
<td>Cont.</td>
<td>70</td>
<td>9.88</td>
<td>4.09</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>70</td>
<td>5.16</td>
<td>2.82</td>
<td>0.33</td>
</tr>
<tr>
<td>pronouns</td>
<td>Cont.</td>
<td>70</td>
<td>9.90</td>
<td>5.20</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>70</td>
<td>3.09</td>
<td>3.07</td>
<td>0.34</td>
</tr>
</tbody>
</table>
Table (4.27) Analysis of differences between incorrect performance of control and experimental groups in grammatical words (ANOVA)

<table>
<thead>
<tr>
<th>Incorrect responses</th>
<th>sum of squares</th>
<th>df</th>
<th>mean squares</th>
<th>f</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles: between groups</td>
<td>425.247</td>
<td>2</td>
<td>425.257</td>
<td>31.095</td>
<td>.000</td>
</tr>
<tr>
<td>within groups</td>
<td>1887.286</td>
<td>138</td>
<td>13.676</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions: between groups</td>
<td>303.114</td>
<td>2</td>
<td>303.114</td>
<td>26.827</td>
<td>.000</td>
</tr>
<tr>
<td>within groups</td>
<td>1559.286</td>
<td>138</td>
<td>11.299</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliaries: between groups</td>
<td>442.864</td>
<td>2</td>
<td>442.864</td>
<td>32.19</td>
<td>.000</td>
</tr>
<tr>
<td>within groups</td>
<td>1898.357</td>
<td>138</td>
<td>13.756</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantifiers: between groups</td>
<td>355.207</td>
<td>2</td>
<td>355.207</td>
<td>37.186</td>
<td>.000</td>
</tr>
<tr>
<td>within groups</td>
<td>1318.186</td>
<td>138</td>
<td>9.552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronouns: between groups</td>
<td>516.864</td>
<td>2</td>
<td>516.864</td>
<td>37.592</td>
<td>.000</td>
</tr>
<tr>
<td>within groups</td>
<td>1897.366</td>
<td>138</td>
<td>13.749</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.27) shows that the difference between control and experimental groups’ performance, for all incorrect, is significant (0.000) at the level of (0.05).

4.3 Analysis of the Questionnaire

In this section, the data obtained from the teachers’ questionnaire will be analyzed; the main objectives of this analysis are to:

1- Support the results of data obtained from the tests.
2- Test the effectiveness supplementary activities as a remedial method from English language teachers’ point of view,. This questionnaire is confined to EFL Fur students’ English language teachers who are speakers of Fur language.

The questionnaire is divided into four groups; each group consists of such statements used to serve one hypothesis of the study. The total number of the questions is (40) statements. The total number of participants is (76). The investigation involved Fur speakers teaching English as a foreign
language at secondary schools in El-Fashir locality. Every statement has four options; two of them (strongly agree and agree) are considered positive responses to the statement. The others (agree to some extent and disagree) are considered negative responses to the same statement.

**Group A: Phonological areas of difficulty for EFL Fur students**

Table (4.28) Analysis of the frequency distribution of teachers’ responses to statements (1-8)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>agree</th>
<th>to some extent</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EFL Fur students at secondary school face difficulty in pronouncing some of English language speech sounds.</td>
<td>39</td>
<td>28</td>
<td>9</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51.32</td>
<td>36.84</td>
<td>11.84</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EFL Fur students at secondary school face difficulty in pronouncing English language consonant sounds that do not exist in their L1.</td>
<td>16</td>
<td>39</td>
<td>14</td>
<td>7</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.50</td>
<td>51.32</td>
<td>18.42</td>
<td>9.21</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EFL Fur students at secondary school face difficulty in pronouncing some of English language vowels and diphthongs.</td>
<td>10</td>
<td>45</td>
<td>18</td>
<td>13</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.16</td>
<td>59.21</td>
<td>32.68</td>
<td>11.11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>EFL Fur students at secondary school find it difficult to distinguish between some pure-vowels and diphthongs of English language</td>
<td>12</td>
<td>34</td>
<td>20</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.79</td>
<td>44.74</td>
<td>26.32</td>
<td>13.16</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is difficult for EFL Fur students at secondary school to, correctly,</td>
<td>17</td>
<td>38</td>
<td>15</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.37</td>
<td>50.00</td>
<td>19.74</td>
<td>7.89</td>
<td></td>
</tr>
</tbody>
</table>
Table (4.28) consists of (8) statements. All of them are concerned with the English pronunciation difficulties that are encountered by EFL Fur students at secondary school.

**Statement 1:** EFL Fur students at secondary school face difficulties in pronouncing some of English language consonant sounds.

Teachers’ responses show that the majority of them (67, %88.16) agree with the statement; whereas only (9, %11.84) agree to some extent and no one disagrees.

**Statement 2:** EFL Fur students at secondary school face difficulties in pronouncing some of English language consonants.

The results of the analysis identify that (55, %72.37) of the teachers’ responses supports the statement, while (21, %27.63) of their responses does not support the statement.
Statement 3: EFL Fur students at secondary school face difficulty in pronouncing some of English language vowels and diphthongs.

The analysis of this statement shows that (55, 72.37) of the teachers agree with it, while (21, 27.63) disagree with the statement.

Statement 4: EFL Fur students at secondary schools find it difficult to distinguish between some pure vowels and diphthongs.

The results in table (4.28) show that more than half of the teachers (46, % 60.53) agree with this statement, whereas (30, %.39.47%) of them disagree with the statement.

Statement 5: It is difficult for EFL Fur students at secondary schools to pronounce some English language plural regular nouns ending in the suffix (-s/es).

Similarly to statement (3), (55, %72.37) of the teachers agree with this statement, in contrast, (21, %27.63) disagree with it.

Statement 6: EFL Fur students at secondary schools face difficulty in pronouncing the English language ending suffix (-ed) of past regular verbs.

The results of the teachers' responses in table (4.28) indicate that most of the teachers agree with the statement (63, %82.89), while (13, %11.11) disagree with it

Statement 7: The learners find it difficult to pronounce English words of silent letters.

Results of the analysis in table (4.28) show that (70, %92.11) from the total number of the teachers support the statement, while (6, %7.89) disagree with it. Therefore, the majority of the teachers agree with the statement.

Statement 8: EFL Fur students at secondary schools find it difficult to pronounce some English consonant-clusters structures.

The results of table (4.28) show that with exception to (3, % 3.98) all other teachers agree with this statement (73, %96.05).
**Group B: Grammatical areas of difficulty for EFL Fur students**

Table (4.29) Analysis of the frequency distribution of teachers’ responses to statements (9-15)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>agree</th>
<th>to some extent</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>EFL Fur students at secondary schools face difficulty in using some of English language grammatical words.</td>
<td>22</td>
<td>49</td>
<td>5</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.95</td>
<td>64.47</td>
<td>6.58</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>EFL Fur students at secondary schools face difficulty in using English language determiners.</td>
<td>28</td>
<td>42</td>
<td>6</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.84</td>
<td>55.26</td>
<td>7.89</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>EFL Fur students at secondary schools face difficulty using English language articles.</td>
<td>20</td>
<td>38</td>
<td>8</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.58</td>
<td>55.26</td>
<td>13.16</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>EFL Fur students at secondary schools encounter difficulty in using English language prepositions.</td>
<td>25</td>
<td>39</td>
<td>10</td>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32.89</td>
<td>51.32</td>
<td>13.16</td>
<td>2.63</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>EFL Fur students at secondary schools encounter difficulty in using English language auxiliary verbs.</td>
<td>20</td>
<td>43</td>
<td>11</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.32</td>
<td>56.58</td>
<td>14.47</td>
<td>3.95</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>EFL Fur students at secondary schools encounter difficulty in using English language quantifiers &amp; numerals as determiners.</td>
<td>17</td>
<td>44</td>
<td>12</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.37</td>
<td>57.89</td>
<td>15.79</td>
<td>3.95</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>EFL Fur students at secondary schools face difficulty in using English language pronouns as</td>
<td>10</td>
<td>41</td>
<td>18</td>
<td>7</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.16</td>
<td>53.95</td>
<td>23.68</td>
<td>9.21</td>
<td></td>
</tr>
</tbody>
</table>
Table (4.29) consists of (7) statements that are concerned with the investigation of difficulties that face EFL Fur students in using English language grammatical words.

**Statement 9:** EFL Fur students at secondary schools face difficulty in using some of English grammatical words.

Table (4.29) shows that almost all the teachers’ responses to the statement are either strongly agree or agree (71, %93.42); however, (5, %6.58) of them respond with agree to some extent.

**Statement 10:** EFL Fur students at secondary schools face difficulty in using English language determiners.

Table (4.29) shows that the majority of the teachers’ responses (70, %92.11) support the statement, while, (6, %7.89) do not.

**Statement 11:** EFL Fur students at secondary schools face difficulty in using English language articles.

Results in table (4.29) show that (24, %31.58) of the teachers strongly agree, (42, %55.26) agree, (10, %13.16) agree to some extent, and no one disagree with the statement. Therefore, most of the teachers agree with the statement (66, %86.84).

**Statement 12:** EFL Fur students at secondary schools encounter difficulty in using English language prepositions.

The same table (4.29) shows that the teachers’ responses are distributed among the four options with different degrees of frequency: (25, 32.89%) for strongly agree, (39, %51.32) for agree, (10, %13.16) for agree to some extent, and (2, %2, 63) for disagree. Again the majority of the responses agree with the statement (64, %84.21).

**Statement 13:** EFL Fur students at secondary schools encounter difficulty in using English language auxiliary verbs.
The analysis of this statement reveals that the total number of teachers’ responses with strongly agree (20, % 26.32) and agree (43, %56.58) is (63, %82.89); whereas the total number of their responses with agree to some extent (11, % 14.47) and disagree (3, %3.95) is (15, % 19.74). Therefore, most of the teachers agree with statement.

**Statement 14:** EFL Fur students at secondary schools encounter difficulty in using English language quantifiers and numerals.

Results of the above analysis in table (4.29) reveal that (17, % 22.37) of the teachers strongly agree, (44, %57.89) agree, (12, %15.79) agree to some extent and (3, %3.95) disagree with the statement. So, the majority of the teachers (61, %80.26) support the statement.

**Statement 15:** EFL Fur students at secondary schools encounter difficulty in using English language pronouns.

The analysis of the statement in table (4.29) shows that the cumulative percent for the teachers’ responses to the options strongly agree (10, %13.16) and agree (41, %53.95), is (51, %67.11). The cumulative percent of agree to some extent (18, %23.68) and disagree (7, %9.21) is (25, %32.89). So nearly, three quarters of the teachers’ responses are in the favour of the statement.

**Group C: Factors affecting EFL Fur students’ performance (oral + written)**

Table (4.30) Analysis of the frequency distribution of teachers' responses to statements (16.25)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>agree</th>
<th>to some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>There are some linguistic factors affect the EFL Fur students’ pronunciation of English language speech sounds.</td>
<td>32 42.11</td>
<td>41 53.95</td>
<td>3 3.95</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>EFL Fur students’ L1 (Fur) affects their</td>
<td>28 35</td>
<td>11 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Statement</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pronunciation of English language speech sounds.</td>
<td>36.84</td>
<td>46.05</td>
<td>14.47</td>
<td>2.63</td>
</tr>
<tr>
<td>18</td>
<td>ELF Fur students’L2 (Arabic) affects their pronunciation of English speech sounds.</td>
<td>18</td>
<td>27</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.68</td>
<td>35.53</td>
<td>32.89</td>
<td>7.89</td>
</tr>
<tr>
<td>19</td>
<td>Inconsistency of English language rules of speech sounds affects the EFL Fur students’ pronunciation.</td>
<td>19</td>
<td>29</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.00</td>
<td>38.16</td>
<td>26.32</td>
<td>10.53</td>
</tr>
<tr>
<td>20</td>
<td>The teacher’s method of teaching affects EFL Fur students’ pronunciation.</td>
<td>23</td>
<td>36</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.26</td>
<td>47.37</td>
<td>18.42</td>
<td>3.95</td>
</tr>
<tr>
<td>21</td>
<td>There are linguistic factors affect the EFL Fur students’ performance in using English language grammatical words.</td>
<td>30</td>
<td>41</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.47</td>
<td>53.95</td>
<td>6.58</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>The students’L1 (Fur) affects their performance in using English language grammatical words.</td>
<td>12</td>
<td>33</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.79</td>
<td>43.42</td>
<td>27.36</td>
<td>13.16</td>
</tr>
<tr>
<td>23</td>
<td>EFL Fur students’L2 (Arabic) affects their performance in using English language grammatical words.</td>
<td>22</td>
<td>40</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.95</td>
<td>52.63</td>
<td>13.16</td>
<td>5.26</td>
</tr>
<tr>
<td>24</td>
<td>Inconsistency of English language rules of usage affects EFL Fur students’ performance in using English language grammatical words.</td>
<td>12</td>
<td>44</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.79</td>
<td>57.89</td>
<td>22.37</td>
<td>3.95</td>
</tr>
<tr>
<td>25</td>
<td>The teacher’s method of teaching affects EFL Fur students’ performance in using English language grammatical words.</td>
<td>20</td>
<td>46</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.32</td>
<td>60.53</td>
<td>10.53</td>
<td>2.63</td>
</tr>
</tbody>
</table>

Table (4.30) consists of (10) statements which are used to detect the effect of linguistic factors on EFL Fur students’ performance.
Statement 16: There are some linguistic factors affect the EFL Fur students’ pronunciation of English language speech sounds.

The analysis in table (4.30) reveals that the total of the positive responses, which are in favour of the statement, is (73, %96.05), whereas the total of the negative responses, which are against the statement, is (3, %3.95).

Statement 17: The students’L1 (Fur) affects their pronunciation of English language speech sounds.

The analysis of this statement in table (4.30) shows that the majority of teachers’ responses (63%82.89) support the statement in contrast to (13, %11.11) of their responses comes against it.

Statement 18: ELF Fur students’L2 (Arabic) affects their pronunciation of English language speech sounds.

The analysis of the above statement shows that the total percent of teachers’ responses supporting the statement is (45, %59.22), while the total percent of teachers’ responses against the statement is (31, %40.78)


Table (4.30) shows that the teachers’ responses are distributed between the four options; however, the portion of strongly agree and agree (48, %63.16) is larger than that of agree to some extent and disagree (28, %36.84). Accordingly, the result of this analysis supports the statement.

Statement 20: The teacher’s method of teaching affects EFL Fur students’ pronunciation.

Results of the analysis in table (4.30) show that (48, %63.16) of the teachers believe that this statement is true, while (28, %36.84) of the teachers do not.

Statement 21: There are some linguistic factors affect the EFL Fur students’ performance in using English language function words.
Results of analysis in table (4.30) show that almost the teachers’ responses (71, %93.42) agree with the statement. However, (5, %6.58) of them agree to some extent.

**Statement 22:** The students’ L1 (Fur) affects their performance in using English language grammatical words.

Results of analysis shows slightly difference between the participants’ positive responses (45, %59.21) and their negative responses (31, %40.79).

**Statement 23:** EFL Fur students’ L2 (Arabic) affects their performance in using English language grammatical words.

The analysis of this statement shows that (62, %81.58) of the teachers’ responses is in favour of the statement, while (14, %18.42) of their responses is against it.

**Statement 24:** Inconsistency of English language rules of usage affects EFL Fur students’ performance in using English language grammatical words.

The analysis of teachers’ responses to this statement in table (4.30) shows that (12, %15.79) of the teachers strongly agree with the statement, (44, %57.89) agree, (17, %22.37) agree to some extent, and (3, %3.95) disagree. Therefore, the majority of the participants (% 73.68) supports the statement, while (%26.32) of them does not support it.

**Statement 25:** The teacher’s method of teaching affects EFL Fur students’ performance in using English language grammatical words.

Table (4.30) shows that the total number of participants who believe that teachers’ teaching method contributes to the students’ difficulty is (66, %86.84), whereas the total number of those who do not support the statement is (10, %13.16). So, the majority of the teachers support the statement.
Group D: Effectiveness of supplementary activities as a remedial method

Table (4.31) Analysis of the frequency distribution of teachers' responses to statements (26.40)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Supplementary activities improve the EFL Fur students’ performance in the areas of difficulty.</td>
<td>20</td>
<td>46</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.32</td>
<td>60.53</td>
<td>13.16</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Supplementary activities improve EFL Fur students' pronunciation of English language speech sounds.</td>
<td>20</td>
<td>45</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.32</td>
<td>59.21</td>
<td>14.47</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>Supplementary activities improve EFL Fur students’ pronunciation of English language consonants.</td>
<td>21</td>
<td>35</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27.63</td>
<td>46.05</td>
<td>19.74</td>
<td>6.58</td>
</tr>
<tr>
<td>29</td>
<td>Supplementary activities improve EFL Fur students’ pronunciation of English language vowels and diphthongs.</td>
<td>25</td>
<td>47</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32.89</td>
<td>61.84</td>
<td>5.26</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>Supplementary activities improve the EFL Fur students’ pronunciation of English language suffix (-s/es) of plural regular nouns.</td>
<td>16</td>
<td>48</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.50</td>
<td>63.16</td>
<td>13.16</td>
<td>2.63</td>
</tr>
<tr>
<td>31</td>
<td>Supplementary activities improve EFL Fur students’ pronunciation of English language past suffix (-ed) of regular verbs.</td>
<td>15</td>
<td>49</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19.47</td>
<td>64.47</td>
<td>13.16</td>
<td>2.63</td>
</tr>
<tr>
<td>32</td>
<td>Supplementary activities improve EFL Fur students’ pronunciation of English language words including silent letters.</td>
<td>26</td>
<td>46</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34.21</td>
<td>60.53</td>
<td>5.26</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur students’ pronunciation of English language consonant-clusters.</td>
<td>20</td>
<td>49</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur students’ performance in using some grammatical words of English language.</td>
<td>27</td>
<td>44</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur Students’ performance in using English language determiners.</td>
<td>20</td>
<td>49</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur students’ performance in using English language articles.</td>
<td>18</td>
<td>46</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur Students’ performance in using English language prepositions.</td>
<td>18</td>
<td>46</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur Students’ performance in using English language auxiliary verbs.</td>
<td>17</td>
<td>49</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur students’ performance in using English language quantifiers and numerals as determiners.</td>
<td>24</td>
<td>50</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Supplementary activities improve EFL Fur</td>
<td>20</td>
<td>53</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Students’ performance in using English language pronouns as determiners.

This table (4.31) consists of (15) statements are devoted to test the Supplementary activities improve as a remedial method for improving EFL Fur students’ performance in the areas of difficulty.

**Statement 26:** Supplementary activities improve the EFL Fur students’ performance in the areas of difficulty.

Table (4.31) shows that teachers’ responses are (20, %26.32) with strongly agree (46, %60.53) with agree, and (10, 13.16%) with agree to some extent. No one, however, responses with disagree; so the majority of the teachers (66, %86.84) agree with the statement.

**Statement 27:** Supplementary activities improve EFL Fur students’ pronunciation of English language speech sounds.

Table (4.31) indicates that (20, %26.32) of the teachers strongly agree, (45, % 59.21) agree, and (11, % 14.47) agree to some extent; while no one disagree with the statement. Thus those who support the statement (65, %85.51) are Further more than those who do not.

**Statement 28:** Supplementary activities improve EFL Fur students’ pronunciation of English language consonants.

Table (4.31) shows that (56, % 73.68) from the total number of teachers agrees with the statement which is larger than the total number (20, % 26.32) of those who reject it. So, the participants who support the statement are more.

**Statement 29:** Supplementary activities improve EFL Fur students’ pronunciation of English language vowels and diphthongs.

Table (4.31) shows that (25, %32.89) of the teachers strongly agree, (47, % 61.84) agree, (4, %5.26) agree to some extent, and no one disagree with the statement. Therefore, almost the teachers agree with the statement (72, % 94.74) in contrast to the total of disagree (4, %5.26).
Statement 30: Supplementary activities improve the EFL Fur students’ pronunciation of English language suffix (-s/es) of plural regular nouns.

Table (4.31) shows that (64, %84.21) of the total number of teachers support the statement in contrast to the total number (21, %15.79) of who do not. So, most teachers support the statement.

Statement 31: Supplementary activities improve EFL Fur students’ pronunciation of English language past suffix (-ed) of regular verbs.

Table (4-31) shows that teachers’ responses to the options; strongly agree are (15, 19.47 %), agree are (49, %64.47), agree to some extent are (10, %13.16), and disagree are (2.63). Accordingly, the majority of the teachers (64, %84.21) are in favour of statement.

Statement 32: Supplementary activities improve EFL Fur students’ performance in pronouncing English language words including silent letters.

Table (4.31) shows that the teachers almost agree with the statement (72, %94.74), (2.5%), however, (4, 5.26) of them disagree with the statement.

Statement 33: Supplementary activities improve EFL Fur students’ pronunciation of English language consonant-clusters.

Results of the analysis in table (4.31) indicate that (10, %13.16) of the teachers strongly agree with the statement, (36, %47.37) agree, (24, %31.51), agree to some extent, and (6, %7.89) disagree. It is clear the difference between the two groups is not big. That is the difference between those who are in favour of the statement (46, 60.53) and those who are not in favour of the statement (30, %39.47) is only (16, %21.05). However teachers’ responses support the statement to some extent.

Statement 34: Supplementary activities improve EFL Fur students’ performance in using some grammatical words of English language.

Table (4.31) shows that (71, %93.42) out of the whole participants support the statement, whereas only (5, 6.58%) reject it. Thus almost they agree with the statement.
Statement 35: Supplementary activities improve EFL Fur Students’ performance in using English language determiners.

Results of the analysis in table (4.31) show that (20, %26.32) of the teacher strongly agree with the statement, (49, %64.47) agree, and only (7, %9.21) agree to some extent, while no one disagree with the statement. Therefore, the majority of the teachers (69, % 90.79) support the statement.

Statement 36: Supplementary activities improve EFL Fur students’ performance in using English language articles.

Table (4.31) shows that the percentages of teachers’ responses are (18, %23.68) with strongly agree, (46, %60.53) with agree, (11, %14.47) agree to some extent, and (1, %1.32) with disagree. The total percentage of the teachers who support the statement is (64, % 84.47). This portion represents the most of them.

Statement 37: Supplementary activities improve EFL Fur Students’ performance in using English language preposition.

Table (4.31) shows that teachers’ responses are similar to that for articles; (18, %23.68) with strongly agree, (46, %60.53) with agree, (11, %14.47) agree to some extent, and (1, %1.32) with disagree. The total percentage of the teachers who support the statement is (64, % 84.47). Therefore, the majority of the teachers agree with the statement.

Statement 38: Supplementary activities improve EFL Fur Students’ performance in using English language auxiliary verbs.

Table (4.31) shows that (17, % 22.37) of the teachers strongly agree, (49, %64.47) agree, (10, %13.16) agree to some extent, and no one disagree. Therefore, most of teachers (66, % 86.84) agree with the statement.

Statement 39: Effective practice improves EFL Fur students’ performance in using English language quantifiers and numerals as determiners.

The results of the analysis in table (4.32) reveal that nearly all the teachers (74, % 97.37) support the statement; in contrast only (2, % 2.63) of them rejects it.
**Statement 40:** Supplementary activities improve EFL Fur Students’ performance in using English pronouns as determiners

Table (4.31) above shows that (20, %26.32) of the teachers strongly agree with the statement, (53, %69.74) agree, (3, % 3.95) agree to some extent; however, no one disagree with it. These results show that with exception to the three teachers, all other teachers (73, %94.74) support the statement.

In fact, all the teachers' responses to the statements of this part support the results of the post test and validate the fourth hypothesis about the effectiveness of practice: “Supplementary activities improve the EFL Fur students' performance in the areas of difficulties”.

**4.4 Discussion of the Results in Relation to the Hypotheses of the Study**

In this section the researcher has intended to discuss the phonological and grammatical difficulties revealed from the results of the two tests and the questionnaire. This discussion will be used to test whether the results obtained support the hypotheses of the study or not.

**4.4.1. Student’s Performance in the Oral Pretest**

**4.4.1.1 Students’ Performance in Consonant Sounds**

Results of the pretest in tables (4.1) and (4.7) revealed that the percentages of consonants were (54.5) for correct responses, (42.5) for incorrect responses, and (3) not pronounced. The significance of the difference between them was (0.038) at the level of (.05). Moreover, the result of the questionnaire in table (4-29), revealed that (%72.37) of the teachers believed that EFL Fur students face difficulty in pronouncing consonant sounds that do not exist in their native language.

Accordingly EFL Fur students face difficulty in the pronunciation of English language sounds that do not exist in their L1. Surprisingly, the results
manifested that EFL Fur students didn’t find difficulty in pronouncing some of these consonant sounds. For example, the sounds /tʃ/, /ʃ/, and /h/ and are not found in the students’ native language sound system, the sound /p/ is interchangeable with the sound /f/, and the sound /z/ is rare. However, percentages of students’ correct responses to these sounds were (%85) for the sound /tʃ/, (%80) for the sound /z/, (%70) for the sound /h/, (%65) for the sound /p/, and (%50) for the sound /ʃ/. Therefore, not all English consonant sounds that do not exist in the students’ native language form difficulty.

4.4.1.2 Students’ Performance in Vowels and Diphthongs

The result of the students’ pronunciation of English language vowels and diphthongs in tables (4-2) and (4-7), revealed that the total percent of correct responses was (%56.25) while the total percent of the incorrect responses was (%43.75); and the significance between them was (0.000). This result is also reinforced by the result of the questionnaire in table (4-29), in which (%59.21) from the total number of the participants believes that EFL FOR students face difficulty in pronouncing English language vowels and diphthongs. Therefore, it is clear that EFL Fur students face difficulty in this area. The result also showed that the students tended to confuse between long and short vowels, pure vowels and diphthongs, and between diphthongs themselves. For example, the pronunciation of the (were) /w3:/, some students substituted the long vowel /3:/ with the short vowel /e/ producing the incorrect sound /*wer/*. In the pronunciation of the word (gate), /gei/ some students substituted the diphthong sound /ei/ with the pure vowel /e/ producing in correct sound /get/. In the pronunciation of the word (hear) /hiə/, some students substituted the correct diphthong /iə/ with the diphthong /eə/ producing the incorrect sound /heə/. However, the diphthong /eə/ does not exist in the native language.

4.4.1.3 Students’ Performance in Plural Suffix (-s/es)
Concerning the pronunciation of the plural suffix (s/es) of English language regular nouns, the result of analysis in table (4-3) indicated that the total percent of correct responses was (%39) while the total of the incorrect responses was (%60), and (%1) for un- pronounced sounds. The significance of this difference was estimated by (0.000).

So, it is clearly, seen that three quarters of EFL Fur students encounter difficulty in pronouncing the suffix (-s/es) of regular plural nouns. This result was also supported by the result of the questionnaire (table 4-29) in which (%72.37) of the participants’ responses agreed with the result.

The result, also, revealed that it was the most difficult for the students to pronounce the (z-) sound suffix when it was associated with a noun ending with voiced sounds (as in beds / bedz, %90, dogs, /dɒgz/%85) and the (-iz) sound when it was suffixed to a noun ending with voiceless sounds (as in buses, /bʌsiz/%85, and watches, /wɒtʃiz/ %70).

4.4.1.4 Students' Performance in the Past Suffix (-ed)

The result of the analysis in tables (4.4) and (4.7) concerning the students’ difficulty in pronouncing the past tense suffix (-ed) of English language regular verbs, revealed that the students’ correct responses in this area were (%49) and their incorrect responses were (%50), (%1) was not pronounced. The significance of this difference was (0.000) at level (0.05).

In the teachers’ questionnaire (table 4.29), the statement (6) supported the result of the test. In the sense that from the whole number of the participants, (%82.89) agreed with the statement. Again, pronunciation of the past tense morpheme (-ed) of regular verbs is an area of difficulty for EFL Fur students.

The result of table (4.1), also, showed that the student faced the most difficulties when pronouncing the (-t) sound suffixed to verbs ending in voiceless sound, as in touched /tʌtʃt/ (%90), stopped /stɔpt/ (%85) looked /lʊkt/ (%80), and pushed /puʃt/ (%75).
4.4.1.5 Students’ Performance in Words of Silent Letters

Results of students’ pronunciation of English language words involving silent letters (in tables 4.5 and 4.7) revealed that, the percent of the total correct was (%47), the total of the incorrect was (%50), and (%3, 00) was not pronounced. The value of the significant difference between them was (0.022) at the level of (0.05). The teachers’ responses about the silent letters in the statement (7) table (4-29) shows that (%92.11) from the total number of the teachers believed that the students face difficulty in pronouncing words including silent letters. Therefore, pronunciation of words including silent letters is another area of EFL Fur students’ difficulty. Table (4-5), also, showed that the students encountered the most difficulties in pronouncing words of more than one silent letter such as neighbour, /neibə/, (% 70), whistle, /wisl/ (%70). However, considerable amount of difficulty in pronouncing word of only one silent letter was also recorded as in the words island,/ailənd/(%650), climb /klaim/ (%65), and knot, /nɒt/ (%55). The students’ mispronunciation of these words was either due to their attempts to pronounce all letters of the word or to pronounce the letter that should be silent and not pronounce the letter that should be pronounced. Typically, examples of these were the pronunciation of the word neighbour /neibə/. Some students tended to pronounce all the silent letters producing sounds like /neigəbə:ər/, or /neigəbə:r/. Some students pronounced the word (knot) //nɒt// *ki nɒt/, the word (wheel) /wi:l/, /*hi:/ omitting the sound /w/ which should be pronounced and pronounced the sound /h/ instead which should be omitted. Other examples were the pronunciation of the sound /d/ and omission of the sound /n/ in the word Wednesday, /wenzdei/ was pronounced /widizdei/ and some times /widinde/. The word whistle, /wisl/, also, pronounced /wistil/, /witl/, and the word often /ɒfn/, /ɒftin/ or /ɒftən/. In fact, there were other one silent letter words which formed less challenge for the
students’ pronunciation. For example the following words registered the lowest percent of the pronunciation difficulty among the students: wrong, /rɒŋ/ (%10), wheel, /wiːl/ (%30), Wednesday, /wenzdei/ and often,/ɒfn/ (%40). These words were less difficult for the student to pronounce, may be because they are frequently repeated and normally used by EFL teachers as an example of silent letters in an English language word.

4.4.16 Students’ Performance in Consonant-clusters

According to table (4.6) and (4.7) the result of total correct in the students’ performance of consonant-clusters was (% 37.50) while the total of incorrect responses was (%61). The significant difference between them was (0.047). The result of the questionnaire in table (4-29) statement (7), also, revealed that (96.05%) of the total number of the teachers confirmed the existence of consonant-clusters difficulty on EFL Fur students’ pronunciation. Therefore, consonant-clusters is another area of difficulty that affects EFL Fur students’ pronunciation. In fact, it can be considered the most problematic area.

The result of the analysis in table (4-6), also, manifested that with exception to two and three clusters medial position and two non- syllabic clusters final position, all other types of clusters formed pronunciation difficulty to the students, namely, two final syllabic clusters (little,/litl/ %90), all three and four final consonant-clusters(months \mΛnθs\ (%90), attempts \ətəmpts\ (%90), and texts, /teksts/ (%90), medial position four consonant-clusters as in extra, /ekst rə/,(%60), and two consonant-clusters initial position as in school /skuːl, (%50) and string, /strιŋ (%65). Thus, it is clear that pronunciation of consonant clusters is the true challenge to the students, because the mean of incorrect responses (6.10) in table (4.7) was, nearly, to be double the mean of correct responses (3.90). In fact the reason behind EFL Fur students’ mispronunciation of consonant-clusters was insertion of vowel sound (usually/ə/, or/i/) between clusters or omission of one or more clusters.
Some times they did the two processes together (e.g. insertion and omission). For example, some students pronounced the word (school, /skuːl/, /*isku:l/) by inserting the vowel sound /i/ before the two initial consonant-clusters (/sk-i/), or omitting one or more clusters or inserting a vowel (usually in words of three or four clusters), as in words (months /mʌnθs/, /mʌnθ/ or /mʌnθis/, attempts /ətents\, \ətents\, \ətempit\, or \ətempitis\.

According to the whole discussing points, no doubt the pronunciation of some English language speech sounds is difficult for EFL Fur students at secondary schools; as it is stated in the first hypothesis of the study: “EFL Fur students at secondary level face difficulty in pronouncing some of English speech sounds.”

4.4.2 Factors Affecting the EFL Fur Students' Performance in the Oral Test

4.4.2.1. Consonant Sounds

Results in table (4-8), and graph (showed that( %43.53) of the students' incorrect responses in consonants were caused by the interference of the students' L1, (38.82%) were caused by the negative transfer from the students' L2, (%11.76) were caused by the inconsistency of English language rules and (%8.89) were caused by teaching problems. Thus, all these factors contributed to the students' mispronunciation of English language consonants with different degrees; however, the largest proportion was referred to their native language interference. Evidently, in table (4-9) and graph (4-3) the correlation between the students' total incorrect responses in consonants and the L1 interference was significant (0.000), the difference between the total incorrect responses and the L2 negative transfer was also, significant (.000) at the level of (.05); while the difference between the total incorrect responses and the students' errors attributed to inconsistency of the L3 (0.364) and teaching problems (0.546) were not significant at the level of (.05). It has been noticed that EFL Fur students tended to substitute the sounds that are
absent in their language with another sound either from their L1 (i.e. interference) or from their L2 (i.e. negative transfer) assuming that they are similar. So, in their verbal performance, some students pronounced the /θ/ sound /s/ by saying /sri:/ instead of the correct pronunciation /θri:/ because the /θ/ is not found in Fur language. The sound /ʒ/ also, found either in Fur language, or Arabic language; but some Fur students substituted it with the sound /ʃ/ which is also not found in Fur language but it is found in Arabic their second language assuming that they have the same sound. Some students pronounced the combination of letters (ch) /tʃ/ instead of /ʃ/ as in the word machine /mæʃi:n/. This mispronunciation may due to inconsistency of English language sound system. In other words, the combination of (ch) letters in English language, normally, represents the voiceless affricative palato-alveolar sound /tʃ/ but in that word the sound is /ʃ/. It seemed that the students ignored this exception, so they overgeneralised the rule of the pronunciation producing the incorrect sound /mæʃi:n/. The teacher's method of teaching also has its role in EFL Fur students' mispronunciation of some sounds. For example, some students substituted the /p/ sound with the /b/ sound in the word (pin, /pin/) producing incorrect pronunciation /*bin/. In fact, the two phonemes exist in the students' L1 as separate phonemes as well as in English language, so there no possibility of L1 interference. Hence, this type of error was directly traceable to teaching problems (i.e. the teacher as a modal, and/or lack of practice). Therefore, we come to conclusion that L1 interference is not the only factor underlines the students' difficulty in pronouncing English language consonant sounds.

4.4.2.2 Vowels and Diphthongs

Most of EFL Fur students' incorrect responses in this area were resulted from teaching problems (6.17), table (4.10) and graph (4.4). That is, with exception to the long vowel /ɜ:/ and the diphthong /eə/ all other English language vowels and diphthongs exist in Fur language. So, the students'
mispronunciation of these sounds was mainly a matter of confusion between pure long and short vowels, vowels and diphthongs or between diphthongs themselves. For example in the word (bought, /bɔ:t/) some students used the sound /b/ instead of the correct sound, in the word (no, /nɔu/) they used the short vowel /ɔ/ instead of the diphthong /əʊ/, while in the word (loud, /laud/), they used the sound /ɔu/ instead of the correct sound /au/. This type of confusion is clearly related to the lack of effective practice in the intended area. However, (2.33) of the students' incorrect responses of vowels and diphthongs could be attributed to the students' native language; because some sounds such as (/ɜ:/ and /eə/) do not exist in Fur language. As a result some students substituted the long vowel /ɜ:/ with the short vowel /e/ as in the word (were /wɜ:/ and the diphthong /eə/ with the short vowel /e/ as in the word (their, /ðeə/) , what surprising was that some students substituted this diphthong with the long vowel /ɜ:/ which does not exist in their L1 or L2. Therefore, lack of practice was the more dominant factor rather than L1 interference; however both of them have significance of (.000) at the level of (0.05). On the other hand, nothing had been recorded attributed to the students’ L2 negative transfer, and the influence of English language inconsistency was not significant (0.231) although, some students overgeneralized the sound of the long vowel /i:/ to involve the sound of the diphthong /iə/ as in the word (hear, /hɪə/) producing the incorrect pronunciation /hiə/. This phenomenon refers to the fact that the combination of the two vowels ('e' and 'a') has different sounds in English language; /i:/ is one of them as in the word (meat, /mi:t/).

Again the above discussion revealed that the students' L1 is not the only factor underlines their difficulty in pronouncing English language vowels and diphthongs.
4.4.2.3 The Suffix (-s/es) of Plural Regular Nouns

As in English language, Fur language has many types of plural markers (prefix and suffix) even they are more complicated than those of English language (chapter two). So, EFL Fur students' difficulty in this area can not be, merely, considered as L1 interference because they were familiar with the notion of plurality but they had no ability to pronounce the final /z/ sound which is absent in Fur language. The evidence of this claim is the existence of the sound /z/ in the students' L2 (Arabic) but they failed to transfer it, instead they erroneously used what exists in their L1, the sound (s); so, rooms /ru:mez/ was heard /*ru:ms/, and dogs /dɒɡz/ was heard /dɒɡz/ in their oral speech. Some of the students' errors were due to the inconsistency of English language itself However, the use of one letter (-s/es) with different sounds (/s/, /-z/, and /-iz/) in different environments may be one reason behind this problem. That is, the EFL Fur student overgeneralised the rule of the fricative /s/ sound to cover the plosive consonant sounds in order to overcome the other areas. This difficulty, to a large extent, is referred to the lack of practice in the intended area. Following the thread of discussion, table (4-11) with its graph (4-5) revealed that the correlation between the influence of L1 interference and the total of incorrect responses (0.029) was relatively significant. Moreover, the difference between the total incorrect responses and teaching problems was highly significant (0.0011) in contrast to the difference between inconsistency of English language rules and the total of incorrect responses (0.275) which was not significant. Therefore, this discussion asserted the fact that L1 interference is not the sole factor affecting the EFL Fur students' oral performance.

4.4.2.4 Past Suffix (-ed) of Regular Verbs

Similarly, to the suffix (-s/es) of the plural regular nouns, EFL Fur students are, also, familiar with the notion of changing the regular verb from
one form to another; the difference, however, is in the use of the tense marker. In Fur language a vowel is suffixed to the verb to produce a certain tense; whereas in English language only the (-ed) is suffixed to the verb to produce the past form of the verb with different pronunciations governed by certain rules. So, one of the problems is that, within the absence of good modal and lack of practice the EFL Fur student faces difficulty to master these rules of pronunciation.

Results of the analysis in table (4.12) and graph (4.6s) revealed that the correlation between the mean of the total incorrect responses and errors of the L1 interference was significant (0.000) and the correlation between the total errors and errors resulted from the teacher's method of teaching was also had the same significance (0.000). However, the correlation between the total errors and the inconsistency of the learning language (0.332) was not significant. The students'L2 (Arabic) on the other hand, had no traceable effect in this area.

The influence of the students'L1 was significant because some students tended to insert a vowel between the last consonant of the verb and the marked suffix (-t) or /- d/, to break its consonant clusters that are not found in their L1, rather than to overgeneralize the rule, such as using (-d) instead of /- t/. For example, some students inserted the vowel sound /i/ between last consonants /k/, /ʃ/, /p/,/tʃ/, and the past suffix /-t/ in words (looked, /lukt/ pushed, /puʃt/, stopped, /stɔpt/, and touched, /tʌʃt/ ), they were pronounced (/lukt/,/puʃt/, /ʃəud/ and /stɔpt/ ) respectively. This strategy asserted the fact that the students were aware of the rules but they had no ability to apply it, hence, their pronunciation development was fossilized

Mispronunciation referred to the method of teaching adopted by the teacher, was also witnessed in the students' oral performance, in the sense that some students confused between the sound /-t/ and /-d/ such as: /*luktur/ instead of /lukt/, /*$ʃəut/ instead of /ʃəud/ and /*$ʃəzt/ instead of
These pronunciation errors indicated that the students had already been aware of the rules but they found difficulty to apply them correctly; because they were not well practiced by the teacher. Some students used the suffix /-t/ for pronouncing all verbs ending in voiceless consonants as in/*pɔintit/ instead of /pɔintid/ and /lukt/. This strategy, however might be due to overgeneralization of the rule concerning with the verb ending in plosive-voiceless consonant rather than /t/.

4.4.2.5 Words of Silent Letters

Table (4-13) with its graph (4-7) revealed that most of the students' incorrect responses were attributed to L1 interference which had significance of (.001) when it was correlated with the total errors. No doubt other factors, also, had their contributions to these errors but they were not significant at (0.05) level. Fore example, the correlation between the inconsistency of English language and the total errors was (0.546), while the correlation between teaching problems and the total errors was (0.373); L2 transfer on the other hand, had no traceable influence. The reason behind the domination of L1 interference in this area, was that every letter in Fur language or Arabic language is pronounced, therefore, silent letters in some words is specific characteristic of English language which some times is unpredictable. For example, the letter “w” some times is pronounced when comes initially in a word and some times is not; as in the two words (wheel, /wi:l/) and (whole, /hɔul/). In the first word the letter (w) is pronounced while the letter (h) is silent. In the second word the letter (w) is silent while the letter (h) is pronounced. So, unless the students are being aware of the exception in which a letter can be pronounced or not; they may be confused between omission and existence of some letters. As it was seen in their oral performance, some students overgeneralised omission of the letter (w) producing sounds like /*hi:l/ and / *hɔul/, while others overgeneralised omission of the letter (h)
producing sounds like /wəul/, however, some of them were arbitrary fluctuated between omission and existence of the two letters (i.e. w and h). Therefore, effective practice is badly needed in this area. To some up, with exception to L2 negative transfer all other factors affected the EFL Fur student pronunciation in variable degrees which emphasizes that the students' L1 is not the sole factor underlines their English language pronunciation difficulty.

4.4.2.6. Consonant-clusters

No doubt, the most problematic and fossilizable area in the EFL Fur students' oral performance was the pronunciation of consonant clusters. The evidence of this problem was seen in the analysis of the students' oral performance, table (4-14) and its graph (4-8). The significant correlation between L1 interference and the total errors was (.000) at the level of (0.05). Although other factors had their own effects on the students' performance, their influences were not significant at (0.05) level. That is, the significant correlation was (0.576) for English language problems and (0.461) for teaching problems, whereas, L2 negative transfer had no traceable effect. This refers to the fact that no consonant- clusters either initial or final position in Arabic or Fur language but there are two consonant- clusters (-vccv) medial position as in the For word, (/gumput/ a type of bucket) and colour words (/dikko/ means black, /fukka/ means red, /kirro/ means green). However, this feature might justify why students' correct responses for two consonant clusters medial position was far higher than their incorrect responses, as in the words (captain, /kætin/ and English, /ɪŋglɪʃ/) the percentage of the correct responses was (%85) while the percentage of their incorrect responses was (%3).

It has been noticed that L1 interference errors were significant while others were not, because the students tended to insert a vowel sound between
clusters or omit one of them as in /*isku:l/ instead of /sku:l/ and /ətemtis/ instead of /ətempts/. However, surprisingly, the students found it easy to pronounce two consonant-clusters final position when no of them was syllabic as in (desk/; desk/ %65) but they found it difficult to pronounce the final syllabic consonant as in (little, /litl/ %10). One possible explanation for this phenomenon is that, in some English language dictionaries the sound /l/ is not treated as a syllabic consonant. So, the /ə/ is inserted between the two final clusters to be pronounced /litəl/. Accordingly, it was a problem of English language inconsistency. No, doubt this problem was transferred from teachers to their students. Therefore, each factor has its contribution to the students' pronunciation difficulty which confirms the claim that L1 interference is not the sole factor behind EFL Fur students' mispronunciation of English language speech sounds.

The discussion above was also strengthened by the teachers' responses to the first part of statements (16-20) in table (4-31) entitled 'Factors affecting EFL Fur students' performance'. All the participants in this questionnaire agreed that L1 interference, L2 negative transfer, inconsistency of English language, and teachers' method of teaching are factors contributed to the students difficulty in pronouncing English language speech sounds. As the result of this discussion the first part of the third hypothesis of this study "L1 interference is one of the factors that attributed to EFL Fur students' difficulties" is answered.

4.4.3. Students’ Performance in the Written Pretest

Results obtained from the analysis in tables (4-15) and (4-16) indicated that all investigated determiner words were problematic areas for the students in use. Table (4-15) revealed that the total of correct responses was (%52.70) in contrast to the total of incorrect responses (%47.30). Among determiners, articles formed the most difficulty to extent that the total of incorrect
responses (%19.17), was bigger than the total of correct responses (% 14.17), followed by quantifiers and numerals (%17.68) for correct responses and (%15.65) for incorrect responses, finally pronouns (%20.85) for correct responses and (%12.49) for incorrect responses. Again in ordering the three investigated areas (i.e. determiners, prepositions, and auxiliary verbs) according to the hierarchy of difficulty in table (4.16), determiners have occupied the top (%28.39), then prepositions (%10.95) and auxiliary verbs (%9.75). However, tables (4.17) and (4.18) revealed that in articles, the difference between the mean of the total correct (8.50) and the mean of the incorrect (11.50) was significant (0.000). In prepositions, the difference between the mean of the total correct (9.05) and the mean of the incorrect (10.95) was significant (0.000). In auxiliary verbs, the difference between the mean of the total correct (10.25) and the mean of the incorrect (9.71) was significant (0.00). In quantifiers and numerals, the difference between the mean of the total correct (10.16) and the mean of the incorrect (9.39) was significant (0.000). In pronouns, the difference between the mean of the total correct (12.51) and the mean of the incorrect (7.49) was significant (0.000). Therefore, all the differences between the students’ correct responses and incorrect responses to these grammatical words were significant (0.000) at the level of (0.05). Thus, the weakness manifested from EFL Fur students' performance in these areas may be resulted from the fact that articles and auxiliary verbs do exist in Fur language. Moreover, Fur language has only one preposition for place relation equivalent to all English language prepositions but it has no preposition denoting time relation. This situation complied the Fur speaking students of English language to transfer from their L2 which in turn has prepositional system differs from that of English language. Adding to this, Fur language quantifiers and numerals are far less those of English language and they are different in usage.

Results of the questionnaire obtained from the teachers' responses to the statements (9-15) in table (4-30) entitled 'Grammatical areas of difficulty
for EFL Fur students' showed that the teachers highly agreed with all statements. For instance (93%) of them agreed with the statement (9) that the students face difficulty in using English language grammatical words,(92.5%) agreed that students find difficulty in the use of English language determiners, (86.84%) in the use of articles, (84.21%) in the use of prepositions , (82.89%) in the use of auxiliary verbs,(80.26) in the use of quantifiers and numerals, and (67.11%) in the use of pronouns. However, some of the participants (32.89) did not consider the use of pronouns as determiners causes' difficulty to EFL Fur students. This may be due to the fact that Fur language is rich in pronouns.

Therefore, the results of the pretest and the statements (9-15) together validated the second hypothesis of this study which is: "EFL Fur students at secondary school face difficulty in using some of English language grammatical words."

4.4.4 Factors Affecting Students' Performance in the Written Pretest
4.4.4.1 Determiners

Concerning the causes of students' problems in using English language determiners, the results of the analysis in table (4.19) and graph (4.9) showed that all the four factors (i.e. L1, L2, L3, and teaching problems) affected their written performance in different degrees. In the use of articles, means of the students' errors attributed L2 transfer(3.17) and L3 learning problems(4.46) were significant (.000), but the mean of L1 interference(1.57) and teaching problems (2.30) were not significant (0.074) and (0.244) respectively.

These results revealed that EFL Fur students tended to transfer from their L2 (Arabic) because articles are not found in their L1 (For). Arabic language article system, on the other hand, consists of one definite article “ال” which literally means “the”; however, the rules of its usage to a large extent differ from that of the English definite article “the". Therefore, the opportunity of positive transfer from their L2 is nearly absent. For instance,
some students used the definite article 'the' with days, meals and uncountable nouns when they were in general sense, because in Arabic language these words are preceded by the definite article 'al' but in English language are not. The evidence was seen in the students' incorrect use of articles such as:

1. *Ali invited us to have *the/√no article breakfast with him.

2. *The/√no article Sunday is the next day of the week.

3. We ate *the/√no article cheese yesterday.

The use of the definite article 'the' in these sentences was transferred from the usage of Arabic language definite article 'al'. Because the students' incorrect usage of the article 'the' can be directly translated to Arabic language (/al fa•uur/the break fast, /al?ahd/the Sunday, the cheese /al jibna/). The inconsistency of English language articles rules, has significantly contributed to the students' incorrect responses in using articles. In fact, English language articles have many exceptions to the rules of usage which make it difficult for the EFL student of secondary schools to be acquainted with all of them. Therefore, errors resulted from overgeneralization of the rules of usage were immensely found in the students' performance. For example, in the area of the indefinite article 'an' some students overgeneralized its rules to cover words beginning with a vowel but the vowel has consonant sound; substituting the definite article 'the' with 'an' as in (He is a doctor in*an United Kingdom. /√the United Kingdom) and the article 'a' with 'an' as in (It's *an one man job/√a one man job.). In the area of the indefinite article 'a' some students overgeneralized its rules to cover every noun beginning with a consonant sound. So, they produced erroneous sentences as in (*A sun rises everyday/√The sun rises everyday.) and (Lado goes to *a school five times a week/√to school.). In the area of the definite article 'the', most of students confused between the use of 'the' and 'zero article'. Some students used the
definite article 'the' where it was not needed and omitted it where it was needed; as in (*The people are not always kind. /√People are not always kind.) And (*People of our village live by the river. /√The people of our village live by the river.)

The other two insignificant factors (i.e. L1 interference and teaching problems) also have their contributions to the student difficulty. Some students tended to use 'zero articles' with all types of nouns whether they needed articles or not. This strategy was directly related to the students' L1 interference because articles do not exist in Fur language. Concerning teaching problems, it has been noticed that, some students used the articles haphazardly without following any rule of usage. In other words, they used the indefinite article 'a' with words beginning with vowel sounds and 'an' with words beginning with consonant sound as in (She bought *an pair of shoes. /√a pair of shoes) and (He is *a engineer in a large garage. /He is √an engineer in a large garage.)

In the use of English language quantifiers and numerals, the results in table (4-22) and its graph (4-12) revealed that with exception to the mean of L2 transfer (1.31) which was not significant (0.381) means of all other factors were significant at the level of (0,05).that is. The mean of L1 interference (3.00) had significance of (0.000), the L3 learning problems (2.19) had significance of (0.036), and teaching problems had significance of (0.002).

These results may be due to the fact that Fur language quantifiers and numerals differ from English quantifiers in terms of countability and non-countability. For example in English language, the words 'few' and 'many' are used with countable nouns in plural form in contrast to the words 'little' and 'much' which are used with uncountable nouns. In Fur language, there are only two terms; 'iti' is used for denoting less quantity either with singular or plural nouns and 'soŋga' is used for denoting more quantity either with
singular or plural nouns. The students tended to transfer this usage producing incorrect sentences, as in (There are *much people in the garden. /√many people) and (There is *afew water in the cup. /√a little water). The use of English language quantifiers and numerals in order was another problem facing EFL Fur students. Most of English language determiners and numerals appear in a restricted order that is not found in Fur language. Furthermore, Fur language has no separate system for ordinal number. So, errors attributed to the students'L1 were seen in their production as in (Answer *the all questions. /Answer √all the questions) ,( *two Last his books cost a lot of money. /√his last two books), and (Passengers *three were missed. /√three passengers were missed.). Sometimes the students transferred their L2 usage of quantifiers to English language assuming that they are similar in usage. For example, in English language 'some' can be used with count and non-countable nouns, whereas “several” is used for countable nouns only, while in Arabic language the word 'bağaD' covers the two English language quantifiers(i.e. some and several) and it can be used with count and uncountable nouns. So some of the students' errors could be resulted from this type of transfer as in (I have *several money in my pocket. /I have √some money…). Another problem is that English quantifiers have many rules of usage to be known, some students for one reason or another they tended to overgeneralized one of the rules to cover the others. For example English language quantifier 'much' can be used with uncountable nouns having question sense but “little” can not; however, some students overgeneralized the rule to cover 'little' as well as in (How *little sugar would you like? /How √much sugar would you like?).

Results of pronouns problems in table (4-23) revealed that, the four factors (L1, L2, L3, and teaching problems) had participated on the students'
difficulty with different respect. The means of L1 interference errors (3.35) and teaching problems (2.67) had significance of (.000), while the mean of L2transfer (0.045) had significance of (0.636) and the mean of inconsistency of English language (1.01) had significance of (.036). Thus, with exception to L2 negative transfer all other factors were significant at (0.05) level.

As it is seen the largest number of students' incorrect responses was referred to L1 interference. This may be due to some reasons. One reason is that, Fur language has a rich full system of pronouns but their usage as determiners differs, to some extent, from that of English language. For example, in Fur language the possessive pronoun should agree with something possessed even if the possessor is in a singular form. That is the phrase 'their cow' in Fur language is 'dièN uu', but 'their cows' in Fur language is 'kièN kuu' the 'd' of the singular possessive pronoun is replaced by 'k' the plural marker of all Fur language possessive pronouns. So, some of EFL Fur students, tended to apply their L1 rule as in (The men killed the loin with *theirs guns. /√their guns.). The students selected 'theirs' to agree with the plural noun 'guns' assuming that 'theirs' is the plural form of the determiner 'their'. Another reason is that Fur students find it difficult to discriminate between genders. Because in Fur language there is no gender system for pronouns, only the context shows whether the pronoun used denoting male or female. Therefore, the students usually feel confused when dealing with English language pronouns; and they tend to use male pronouns rather than females' because the concept of males is the dominant in Fur language. So, their performance involved gender errors as in (She is sitting near *his husband /√her husband.) The students, also, attempted to transfer the notion of gender from their second language (Arabic) which is rich of gender discrimination. But the problem is that in English language, gender discrimination concerning determiners has three forms; masculine
'his/himself', feminine 'her/herself' and neutral 'its/itself' (i.e. third person singular possessive and reflexive) pronouns. On the other hand, Arabic language has two forms of gender; masculine and feminine. As the result of L2 negative transfer, errors of the neutral gender was seen in their performance as in (The dog broke his leg/its leg.)

Another problem seen in the EFL Fur students' performance was related to the English language spelling system. For example, some students found it difficult to distinguish between possessive pronouns, personal pronouns and the short form of the combination between personal pronoun and the verb to be (i.e. 'it' as a personal pronoun, 'its' as a possessive pronoun, and 'it's' as a short form of 'it is') ; ('you' as personal pronoun, 'your' as a possessive pronoun, and 'you're' as the short form of 'you are'). Examples of this confusion that witnessed in the students' performance were :( A cat usually plays with *it's/*it / √its tail.) ; (*You/ *You're/ √Your English language needs a lot of practice.). They, also, confused between the possessive marker ('s/s') and the plural marker (-s) as in (Education is one of the basic *Womens/ *womens' √women's rights.). These were considered as errors of English language inconsistency. There were some incorrect responses manifested in the students resulted from the teacher's method of teaching concerning; as in (What's the name of *my/*our/√your mother?) ;(The name of *our/* your/√ my mother is Fatima.)

As it seen from the discussion of the results that all the factors have affected the EFL Fur students' written performance in using English language determiners.

4.4.4.2 Prepositions

Results of the table (4-21) with its graph (4-11) revealed that the mean of L1 interference (1.37) had significance of (.970), the mean of L2 transfer (4.63) had significance of (.000), the mean of L3 learning problems (3.25) had
significance of (.006), and the mean of teaching problems (1.70) had significance of (.040).

Accordingly, the effect of L1 interference in the students' performance of preposition was not significant. This may be due to the fact that Fur language prepositional system consists of two prepositional items: 'dio' and 'ki'. The Fur language prepositional item 'dio' is literally means 'inside something or somebody', and rarely used. The other prepositional item 'ki'(means with) is popular; it is used to cover the range of all English language prepositions of time and place as well; it is, also, used as a conjunction. Therefore, the students didn't relay much on their L1. However, there were some errors in the students' performance related to this factor, as in (Mary put the book *in/√ on the table); (She came *with/ √ at night.). On the other hand, the largest proportion of EFL Fur students' errors in this area was attributed to their L2 (Arabic). This phenomenon was resulted from the students' heavy reliance on their L2 which has identifiable prepositional system; however, it is largely different from that of English language. Incorrect responses related to the students'L2 negative transfer were seen in their performance of the sentences (We arrived here* in/√ on Friday.); (There is a picture *in/ √ on the wall.); (What are you doing *in/ √ at the weekend?) The students used the preposition (in) for the three sentences because this the correct word in Arabic language usage, but in English language as it was seen there were different words (in) was not one of them. The students' incorrect responses attributed to the inconsistency of English language rules were, also, exhibited in their performance. This phenomenon is not surprising' because it's well known among linguists that one grammatical area that universally assigned to be of great difficult is English language prepositions are problematic area for all EFL students. Some prepositions have more than one meaning and can be very confusing. For example, prepositional words (in, on and at) indicate time and location as well. So, the
students tended to overgeneralize these meanings as in (Dr. Dina works *in/*at the hospital on Mondays.) The two words are used for locating the place, but the preposition (in) is used when the intended meaning is inside the building itself and the preposition (at) is used when the intended meaning is the building as a place of work. Similarly, in (The bus leaves *at/*in five minutes; hurry up. Again, the two words are used for locating time; but the word (at) is used when the intended meaning is a point of time (i.e. specific time) but the word (in) is used when the intended meaning is a period of time (within time). So, in the first case the students overgeneralized the use of the preposition (in), while in the second case they overgeneralized the use of the preposition (at). Some of the students' incorrect responses were related to the teacher's method of teaching as in (He discovered the fire *on/*at/*in time; so he stopped its spreading.); (My teacher was angry *of/*to/*at/*with me, but next time I will make him pleased.). In the first example the teacher did not help the student to be aware of the difference in meaning when the word (time) associated with the prepositions (in, on, or at). Because the word (in) in this sentence gives the sense that, this person discovered the fire earlier before its spreading, while the word (at) gives the meaning of the point time of the fire spreading and the word (on) gives the exactly time of fire spreading. Hence, it's the role of the teacher to help the students to be aware of these meaning relations in using English language prepositions.

Therefore, the discussion of these results indicated the role of these factors attributed to EFL Fur students' difficulty in using English language prepositions.

4.4.4.3 Auxiliary Verbs

Results of the analysis in tables (4-17), (4-18) and graph (4-8) revealed that the correlation between the means of students' correct responses (10.25) and incorrect responses (9.71) was significant (0.000). So, no doubt EFL Fur
students face difficulty in using these auxiliaries. The results of the analysis also registered that (5.19) of the students' incorrect responses in this area were related to their native language, with significance of (0.000). While (1.67) of them were related to the inconsistency of English language rules of usage, with significance of (0.970), and (2.85) of them were related to the teaching problems, with significance of (.012). However, it seemed that Arabic language had no negative influence seen in the students' performance of English language auxiliary verbs. The students' L1 interference occupied the largest proportion of errors because Fur language, with exception to future marker (niN), has no distinguished system of auxiliary verbs. However, what it was considered by some linguists as a type of the verb 'to be' (chapter2) was far different in usage from that of English language auxiliary verbs. Therefore, students' errors of L1 interference were resulted from the omission of the auxiliary verb, as in (My grandfather *no word/√is eighty years old.); (She *never/√has never been to London.).

The students' L2 has no independent system for auxiliary verbs, however, the Arabic language word 'kaana, (literally means 'was') could be considered as an auxiliary verb; but its rule of usage differs form that of English language auxiliary 'was'. For example the Arabic language word (kaana) can indicate the past and the present tense as well; whereas the English language word 'was' indicates the past tense only. So, its influence was not traceable in the students' Performance of English language auxiliary verbs. Some of students' errors related to the in consistency were seen in the students' responses to question sentences as in (Ibrahim asked his friend if *is he /√he is happy.); (The teacher asked the students where *were they/√they were going.).

In the above sentences, it seemed that the students overgeneralized the rule of English language direct question to cover the rule of indirect question.
That is, in English language direct question, the auxiliary verb precedes its subject, while in the indirect question, the subject precedes it auxiliary verb.

Some of students' errors related to the teaching problems were seen in the students' responses to the passive form sentences and report of speech, as in (Cotton are/is grown in the Gezira.); (the passengers said that, they were/ was tired.) It was clear that the students' were acquainted with the rule of usage but they found difficulty to differentiate between the auxiliaries that are used with singular and plural nouns. No doubt these types of errors, to a large extent, were resulted from lack of practice in the intended area.

Accordingly, the discussion of the results confirmed the possibility of other factors rather than L1 interference attributed to the EFL Fur students' difficulty, (i.e. L2 negative transfer, L3 inconsistency, and teaching problems. These results are supported by the teachers, responses to the statements (22-25) of the questionnaire; entitled 'Factors affecting EFL Fur students' phonological and grammatical performance in English language'. Generally speaking, moat of the participants supported the negative role of these factors on the students' oral and written performances. However, (%40.79) of the teachers had their reservation towards the role of the L1 interference as a factor affecting EFL Fur students' written performance. This may be due to the fact that, as it was seen, most of the English grammatical words do not exist in Fur language. Therefore the third hypothesis of the study comes to be true, that: "L1 interference is one of factors that attributed to EFL Fur students' difficulty."

4.4.5 Students' Performance in the Oral Post-test

The results obtained from the oral post test in table (4-24) revealed that there are significant differences between the means of errors made by the control group and the experimental group. It has been observed that, in all investigated areas, the number of incorrect responses made by the experimental group were fewer than that of the control group. For example, in consonants the mean of errors in the control group was (4.20) while in the
The experimental group was (1.00). The significant difference between them was (.008) at the level of (.05). These results indicated that errors made by the experimental group nearly to be the third of errors made by the control group. So within supplementary activities EFL Fur students' performance in consonants improved. In vowels and diphthongs the results of the analysis showed that the mean of errors in the control group was extremely higher (11.10) than that in experimental group (5.80). The significant difference between them was (.001) at the level of (.05). As it was seen the difference in performance between the two groups was highly significant which validities the effectiveness of the supplementary activities these areas. The results of the plural suffix (-s/es) of regular nouns indicated highly significant differences between the mean of the control group (3.00) and the mean of the experimental group (1.00) with the significant difference of (.011). This result assured the effectiveness of supplementary activities as a remedial method for improving the students' pronunciation in this area. Concerning errors of the past suffix (ed), the mean of the control group reached to (4.20) in contrast to (1.80) for the experimental group; with the significance of (.033). The effectiveness of the supplementary activities was seen in the difference between the two groups. The results of analysis in silent letters showed that the mean of errors in control group was nearly three times higher (5.10) than the mean of the experimental group (1.90). The significant difference between them was (.002). Therefore, the efficiency of supplementary activities was also seen in this area. In consonant- clusters, the mean of errors of the control group, was (6.00), while the mean of errors in experimental group was (2.90). The difference between them has the significance of (.038). The students' performance also improved within the use of the supplementary activities in this area. So, in the general sense, the students' pronunciation in all areas improved after the supplementary activities. However, in comparing the difference between the teaching problems and L1 interference of the control and experimental groups, it has been noticed that errors of teaching problems
was highly significant. In vowels and diphthongs the significance was (.000), in the plural suffix was (-s/es), in the regular nouns was (.011). The differences between the two groups were, also, highly significant (.001) for silent letters and (.011) for consonant-clusters. These results confirm the importance of supplementary activities in teaching as a technique for improving the students' performance in the intended areas. In case of the past tense marker (-ed), both the influence of the L1 and teaching problems had the same significance of (.000); so, the difference between the two groups was not highly significant (0.033). This may be due to the fact that the two factors had equal influence in the students' performance was not highly improved.

In the case of consonants and consonant-clusters, the influence of teaching problems was not significant (0.546) for consonants and (0.461) for consonant-clusters, while the significance of the L1 interference for both of them was (0.000). However, the significant difference between the control group and the experimental group in consonants was (.008) and in consonant-clusters was (0.038). This result revealed that the effect of practice was more prominent in consonant rather than in consonant-clusters which reflected the individual's ability in pronouncing such sounds rather than just rules to be followed. In other words, all the students of the experimental group were being aware of the rules of consonant and consonant-clusters pronunciation; however, in consonant-clusters a number of students found difficulty in producing them correctly. It appears that, this area is a pretty example of fossilization phenomenon in SLA among adults. In the case of silent letters, the influence of teaching problems was not significant (0.461), and the influence of the L1 interference was highly significant (0.000); however, in the pos test the difference between the control group and the experimental group had significance of (0.002). This improvement in the students' performance indicates that the students' problem is in identifying which letter/s should be pronounced and which should not rather than having ability in pronouncing them.
Concerning, the teachers' responses to statements (in general it has been noticed that whatever the idea of the statement, it was depended on the individuals' ability more than such rules to be followed, the teachers' responses of strongly agree tended to be decreased. example can be seen between the statements (42-43); the students can easily acquire the rules of silent letters if they have been a ware of it, but it is not easy to learn how to produce the consonant -clusters correctly even if they know them.

Concerning the teachers' responses to the questionnaire in this part in table (4.33) entitled "Effectiveness of supplementary activities as a remedial method", the majority of the teachers (%86.89) agreed that supplementary activities could improve the students' responses in the areas of difficulty and (%85.51) agreed with the area of sound speech. However, with exception to the consonant-clusters (60.53) all the teachers' positive responses to the other areas were ranging between (94.74) as a maximum to (73.68) as a minimum percentage. It was seen that the teachers' responses agreed with the students' achievement in the consonant-clusters test. Therefore, all the results supported the first part of the fourth hypothesis which is" supplementary activities in the areas of difficulty can improve the EFL Fur students' performance.

Accordingly, it is safely to say that the students of the experimental group benefit from the supplementary activities to improve their performance in the areas of difficulties.

### 4.4.6 Students' Performance in the Written Post-test

Tables (4-26) showed that the written performance of the control group students and the experimental group students was different. The significant value obtained of this difference for all investigated areas was (0.000). Accordingly, the difference in the means of articles errors of the control group was (11.19), while the mean of the experimental group was (7.71). In prepositions, the mean of errors of the control group was (10.67) while the means of errors of the experimental group was (7.73). In auxiliary verbs, the
result obtained revealed that the mean of errors of the control group performance was (9.64) and (4.80) for the experimental group. In quantifiers and minerals, the mean of the control group's errors was (9.80), while the mean of experimental group's errors was (5.16). In pronouns, the mean of the control group's errors was (9.90), while the mean of the experimental group's errors was (3.09). However, it was noticed that wherever the students' previously acquired language(s) and/or the problems of the L3 were highly significant difference between errors of the control group and the experimental group was not big. On the other hand, when the influence of the teaching problems was highly significant, the difference between the performance of the control group and the experiment group was big. For example, in articles, the teaching problems was not significant (0.244), whereas the L2 and the L3 were highly significant (0.000); so the difference between the two groups (i.e. control and experimental) was not big (3.48). In prepositions, L2 (0.000) and L3 (0,006) were highly significant than teaching problems (0.040); therefore, the difference between the two groups was not big (2.94). In auxiliary verbs, teaching problems was highly significant (0.012), the L1 was also highly significant (0.000) but the L3 was not significant; so the difference between the two groups was big (4.84). In quantifiers and numerals, the teaching problems was highly significant (0.002) so the L1 (0.000) but not the L3 (0.036); hence, the difference between the two group was big (4.64). In pronouns, the teaching problems was highly significant (0.000) as well as the L1 (0.000) but the L3 was less significant (0.035); so the difference between the two groups was big (6.81). Therefore, as in the phonological areas the role of fossilization is also, seen in the grammatical areas. In fact, it was clearly seen that the students of the experimental group performed better than those of the control group in all investigated areas.

Concerning the questionnaire, the statements (34-40) in table (4-31), entitled "Effectiveness of supplementary activities as a remedial method",
almost the teachers' responses (93.42) supported the effectiveness of these supplementary activities for improving the students' performance in the areas of grammatical difficulties. The teachers' positive responses were ranging between (%97.74) for quantifiers and numerals to (%84.74) for prepositions and articles. However, it seems that the teachers believe that fossilization affects the students' performance especially in case of prepositions and articles.

Therefore, these results validate the second part of the fourth hypothesis of this study, which is "supplementary activities in the areas of difficulties improve the EFL Fur students' performance.

4.5 Limitation of the Practical Programme

It has been noticed that the difference between the experimental group and the control group in the written performance is not prominent as that in the oral performance. This may due to some factors. Firstly, the students of the oral test were fewer in number only 10, so the researcher could easily follow them up during practice. The students of the written test were larger in number (70); so it was not easy to be closely followed. Secondly, although the students were highly motivated to improve their English language, a number of them found it difficult to attend the practice regularly, because they had to work for living after school time and even some times during school day. Thirdly, limitation of time, also, could be considered as another factor. The researcher was allowed to implement the programme within 45 days (including teaching) after school time. Some of students camps, according to the rules of camps, they should be in camps at six o’clock, especially girls. So in normal days the researcher could not work with the students for more than one hour and half (45 minutes for each group). However, on Fridays and Saturdays the researcher used to work with the students for four hours (two hours for each group). No work on Thursday because it was the weekend holiday.
CHAPTER FIVE
SUMMARY, FINDINGS, RECOMMENDATIONS
AND CONCLUSION

5.1 Summary

This study was carried out with two objectives in mind. The first objective was to identify the suggested phonological and the grammatical areas that form difficulties in the oral and written performance of EFL Fur students at secondary students in EL Fashir locality (the capital of the Northern Dar For state). The students of the third class were selected for this purpose. The study was conducted with the assumption that the learners under investigation face difficulty in pronouncing some of English language speech sounds and in using some of English language grammatical words.

The second objective of the study was to suggest practice as a remedial technique for improving the students' performance in the investigated areas. In so doing, the study was divided into three stages. The first stage was to identify whether the students face difficulties in the suggested areas or not. For this purpose the pre-tests (oral and written) and a questionnaire were administered to EFL Fur students and their teachers. Responses received from the students and their teachers as well were used for identifying the problematic areas and for designing the suitable materials for supplementary activities. The collected data, also, helped in detecting the main factors that negatively affect the students' performance.

The second stage included designing and implementing the technique for remedial work. In which, the students were divided into two similar groups: control and experimental. Only the experimental group was involved in the task for a month and half through selected materials. The first two weeks were devoted for teaching the problematic areas, while the other four weeks were served for practice by using various supplementary activities.
In the third stage, the post-tests were, immediately, administered to the students at the end of the programme. In fact, the study revealed very practical results that would help in developing the performance of the EFL Fur students in learning English language.

5.2 Findings of the Study

In general, the findings of the present study show the following points:

1. EFL Fur students at secondary schools faced phonological and grammatical difficulties in learning English language.

2. Phonologically, EFL Fur students faced difficulties in pronouncing some of English language speech sounds. In consonant sounds, they failed to pronounce some of sounds that are not found in their L1, namely (/θ/, /ð/, /ʃ/, /θ/, and /ʒ/). In vowels and diphthongs, they confused short and long vowels, pure vowels and diphthongs, and between diphthongs themselves. In the pronunciation of the plural suffix (-s/es) of regular nouns, most of students substituted the /z/ sound with the /-s/, because the former is rare in their L1. In the past tense suffix of the regular verbs, most of students found it difficult to pronounce the past verb ending in /-t/ or /-d/ without inserting a vowel between the two consonants. In words consisting of silent letters, the students face difficulties to discriminate between letters that should not be pronounced and the others that should be pronounced. Sometimes. They attempted to pronounce all letters in a word. In consonant-clusters, which were the most problematic area, the students experienced different difficulties. Some students attempted to break the clusters by inserting a vowel. Others intended to omit one or more consonant sounds especially when they were more than two clusters occurred together as in the word attempts /ətempts/. So, the students’ problems involved recognition and production of speech sounds.
3. EFL Fur students were encountered by difficulties in using English language grammatical words (determiners, prepositions and auxiliary verbs).

4. The most problematic area in determiners was articles. The students, also, found difficulties in using English language prepositions and auxiliary verbs.

5. The students found it difficult to understand the meaning of the grammatical word and to use it correctly.

6. The results of the study in the pretests have proved that the EFL Fur students' performance in English language, especially in the investigated areas, was extremely poor.

7. The results obtained from the pretests have revealed that the students' performance was very much affected by their mother tongue interference, second language negative transfer, inconsistency of English as a foreign language and teaching problems. It has been noticed that, whenever teaching problems was highly significant in the pretest, the students' performance was highly improved after the supplementary activities in the post test. This revealed that the teachers of these students did not exert any effort for improving their students' standard in English language.

8. The results of the implemented technique (supplementary activities) revealed that the EFL students' performance could be improved by purposeful teaching associated with supplementary activities in the areas of difficulties.

9. It was seen that supplementary activities can be used for minimizing the effect of factors that attributed to EFL students' difficulty in learning English language.

10. The use of mobile helped and motivated the students in practicing their English language pronunciation and grammar outside formal situations.
11. EFL Fur students need to know that there are differences in pronunciation and usage between languages.

5.3 Recommendations

This study is intended primarily to draw attention to special grammatical and phonological areas in English language where EFL Fur students at secondary level encounter difficulties.

On the light of the results obtained from subjects' actual performance in English language, the researcher introduces the following recommendations for the teachers and the students.

1. Being aware of the area of difficulty helps the teacher to select appropriate teaching materials, adopt corresponding teaching strategies, and make other relevant preparations. It helps the students to work in the areas of their difficulty to improve their English language.

2. It is important to make the students be aware of the fact that there are differences in the sound system and structure of the target language (here English language) and any other previously acquired language. This can be done by highlighting certain rules in the students' native language that are not appropriate to be used in English language. This knowledge will help students to adopt a good strategy that can help in positive transfer (i.e. contrastive analysis). The use of unique features of the two languages can help in this area.

3. Recently, research in SLA proves that learner's attitudes affect their learning behaviour; so, it's necessary for English language teachers to motivate their students by using meaningful supplementary activities.

4. This study has proved the efficiency of the mobile and the diary as tools used for implementing effective practice outside the classroom.

5. Teachers should pay attention to the individual differences between students in teaching and practice; so as to help the weak and to lessen the effect of fossilization among the students.
5.4 Conclusion

The study shows that English parts of speech which form difficulties to EFL Fur students are the grammatical words including determiners, preposition and auxiliary verbs. Phonologically, EFL Fur students face difficulties in pronouncing the sounds that do not exist in their first language, some English language vowels and diphthongs, regular noun which their plural forms end in (z), and regular verbs which their past tense ends in (-t). The students, also, face difficulties in pronouncing words which their sounds do not correspondent to their spelling (silent letters), and consonant clusters.

In teaching English language, teachers need to be aware of the fact that students have difficulties in these areas of grammar and phonology. The difficulties are caused by many factors including interference of the L1, negative transfer of the L2, the teacher's method of teaching, and the inconsistency of the target language (i.e. English). So, in adequate understanding of grammatical and phonological rules of English language may be associated with one or more of these factors.

EFL Fur students' standards in English seemed to be very weak in grammar as well as in phonology because they do not find enough time for practicing their English grammar in semi- or real situations. They also, need to be encouraged to expose themselves in every day speech so as to increase the time of practicing their language.
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Appendix (1)

Interview

Secondary School EFL Fur Students

Please answer all the questions:

School: ..............................................................................................................

Name: ..............................................................................................................

Tribe: ..............................................................................................................

Your first language: ..........................................................................................

Your second language: .....................................................................................

Which language do you speak the most at home? ........................................

Which language do you speak the most with your friends? .........................

How long do you speak the second language? ..............................................

Which of the two languages do you normally use, the first or the second ....

Do you like to speak in English language? If the answer is 'No' Why do you not like to speak in English?
Do you find any difficulties in pronouncing English sounds? If yes, which sounds you can not pronounce them easily?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Do you find difficulties in constructing an English sentence?
…………………………………………………………………………………………
If the answer is yes, what are the difficulties do you face?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
Appendix (2)
The Written Pretest

Answer all the questions:

Question One

Part One: put a tick (✓) in front of the correct order (a, b, c or d)

Example:

a. Answer the all questions
b. Answer all the questions.
c. Answer question the all
d. Answer all questions the.

1- a. I've never seen such a crowd!
b. I've never seen a such crowd!
c. I've never seen crowd a such!
d. I've never seen a crowd such!

2- a. An what old tree!
b. What an old tree!
c. An old tree what!
d. Old tree an what!

3- a. She gave me the half apples
b. She gave me apples the half
c. She gave me half the apples
d. She gave me the apples half

4- a. Of the each children received a present.
b. Each the of children received a present.
c. The each of children received a present.
d. Each of the children received a present  

5- a. The both pens are yours.  
b. Both the pens are yours.  
c. Both pens the are yours.  
d. Pens the both are yours.

Part Two: Fill in the blanks with (a, an, or the) where the articles is needed. Put (x) where the article is not needed.

1- ………people are not always kind. (a, an, the, or x)  
2- ………people of our village live by the river. (a, an, the, or x)  
3- It is …….. one man job. (a, an, the, or x)  
4- This is ……… old house. (a, an, the, or x)  
5- See me at ………. airport in this evening. (a, an, the, or x)  
6- ………. Lions eat meat. (a, an, the, or x)  
7- He is a doctor in …….united kingdom. (a, an, the, or x)  
8- She bought ………pair of shoes. (a, an, the, or x)  
9- Ahmed is ……..engineer in a large garage. (a, an, the, or x)  
10- We ate …….cheese yesterday. (a, an, the, or x)  
11- ……… Sunday is the second day of the week. (a, an, the, or x)  
12- Huda is ……….cleverest girl in our class. (a, an, the, or x)  
13- Ali is ……….honest man. (a, an, the, or x)  
14- ……….university is a large building. (a, an, the, or x)  
15- I bought ……….dozen eggs. (a, an, the, or x)

Question Two:

Part One: Put a tick (✓) in front of the correct order (a, b, c, or d)

1- a. These half snakes are harmless.  
b. Half these snakes are harmless.  
c. Half snakes these are harmless.  
d. These snakes half are harmless.

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2- a. My all books are in that box. ( )
b. All my books are in that box. ( )
c. Books my all are in that box. ( )
d. All books my are in that box. ( )

3- a. Those both pens are yours. ( )
b. Both pens those are your. ( )
c. Pencils those both are yours. ( )
d. Both those pens are yours. ( )

4- a. He couldn't remember which film he had seen. ( )
b. He couldn't remember film which he had seen. ( )
c. He couldn't remember film which had seen. ( )
d. He couldn't remember he film which had seen. ( )

5- a. Girls' education is not a luxury. ( )
b. Girls education is not a luxury. ( )
c. Girls' education's is not …….. ( )
d. Girls' educations is not …….. ( )

Part Two: Fill in the blanks with the correct word between brackets

1- …….. shirt do you like, the real or the green one? (who, whose, which, whom)

2- Give this to Hamza, it is …….dictionary. (he, his, her, him)

3- A cat usually plays with …….tail. (it, it's, its, it is)

4- Put …….. pencils in the desk. (this, they, those, that)

5- The men killed the lion with……. guns. (they, their, them, theirs)

6- She is sitting near ……..husband. (his, him, her, hers)

7- I have broken …….pen. (me, mine, my)
8- …… people are here. (Not, No, Nothing, None)
9- Look at ……… over there. They are completely damaged. (our car, ours, ours car, our cars).
10- Take ……. from here, (this dishes, that dishes, those dish, these dishes)
11- I have left …… in taller than you. (my books, my book, mine book, book mine)
12- …… is taller than you, (Your brother, Your brothers, Yours brother, Yours brothers)
13- ……. must come tomorrow morning. (Every students, Every student, Student every, Students every)
14- It is a pleasant road, with trees on ….. (neither sides, either sides, either side, neither side)
15- Neither Helen nor Kate ……. (are pretty, is pretty, were pretty, have pretty)

Question Three:

Part one: Put a tick (✓) in front of the correct order (a, b, c, or d)

1- a. I want to buy two the shirts over there. (    )
    b. I want to buy the shirts two over there. (    )
    c. I want to buy the two shirts over there. (    )
    d. I want to buy shirts the two over there. (    )

2- a. I know that Fatima has few a more books than I do. (    )
    b. I know that Fatima has a more few books than I do. (    )
    c. I know that Fatima has a few books more than I do. (    )
    d. I know that Fatima has a few more books than I do. (    )

3- a. His many successes made him famous. (    )
    b. Many his successes made him famous. (    )
    c. Many successes his made him famous. (    )
    d. His successes many made him famous. (    )
4- a. Three the all planes were crashed. ( )
   b. All three the planes were crashed. ( )
   c. The all tree planes were crashed. ( )
   d. All the three planes were crashed. ( )

5- a. The five soldiers first were killed. ( )
   b. Five first the soldiers were killed. ( )
   c. The first five soldiers were killed. ( )
   d. First five the soldiers were killed. ( )

Part Two: Fill in the blanks with the correct word between brackets.

1. There are ..............people in the garden. (little, many, much, a little)
   There is ............water in the cup. (much, many, few, several)
2. You should wait ........... Days before you make decision. (much, several, little, a great deal of)
3. My left shoe is dirty, but ........is clean. (other, the other, an other, other)
4. He is ........old . (eight year, eight years, eight years, years eight)
5. There is ........ in the class, (a one pupil, one pupils, one pupil, pupils one)
6. ........ prepared hard for exams. (A number of students, A number of students, Number of students, Ntudents number)
7. The meeting after the film was .....interesting than the film itself.
   ( more, many, much   more, few more)
8. He gave us ......................
   (some was – few money – several money – many money).
9. There was ................water here.
   (a few – few – little – many)
10. His ..................is the best one.
11. I have ……….ideas in my mind about the scheme.
   (some – much – any – more)
12. She bought …………….of gold rings.
   (three pairs – three pair – pair three – pairs three)
13. …………. passengers were missed last month.
   (A hundred – One hundreds – Hundred – A hundreds)
14. Are there …………….with your work?
   (any problem – any problems – much problems – much problem)
15. Ali said that "he was…………..tired."
   a. very  b. enough  c. few  d. a lot of

Question Four: Draw a circle round the letter of the best answer a, b, c, or d.

1. Dr. Dina works ……….the hospital three times a week.
   a. at           b. in            c. on          d. no word
2. She was ……. the hospital for a week with broken leg.
   a. at       b. in
   c. on           d. no word
3. The first day…….the last Ramadan was Saturday.
   a. no word           b. of           c. in            d. from
4. The picture is …….the wall.
   a. in          b. on             c. no word              d. for
5. I rowed ……….
   a. up the river          b. the river up      c. the up river     d. river the up
6. I have to be home ……eleven O'clock.
   a. by          b. on  c.           since            d. until
7. There is a bridge …….the river.       a. through     b. outside     c. across d. between
8. He discovered the fire …….time to stop its spreading.
   a. on   b. at       c. in           d. no word
9. She always comes …….night.
a. in     b. at     c. with    d. no word)

10. Ahmed often goes to work ..........taxi.
   a. by     b. on     c. with     d. in

    a. from    b. for    c. to     d. of

12. The plan is going to take ......now.
    a. of     b. off    c. from    d. on

13. Ali always goes to school ........ Foot.(on, by, with, in)

14. My office is ..........the end of the street.
    a. at     b. on     c. in     d. to

15. An English sentence ..............the capital letter.
    a. begins of    b. begins for    c. begins with    d. begins to

16. She was born in Nyala .............March 15, 1997.
    a. on     b. at     c. in     d. of

17. Be careful! You're going to set the paper ..............fire!
    a. to     b. on     c. in     d. with

18. He didn't congratulate her ........her wedding.
    a. on     b. for     c. with     d. of

19. I need to learn these words ..............heart.
    a. on     b. from    c. of     d. by

20. This cup is ............glass.
    a. made from    b. made of    c. made with    c. made for

**Question Five:**

**Draw a circle round the letter of the best answer (a, b, c, or d)**

1- She .......Jebal Mara.
   a. have never seen    b. has never seen    c. never has seen    d. had never seen
2- Listen she ……
   a. singing  b. are singing  c. is singing  d. sing
3- Ali ….at El Fashir university
   a. student  b. is a student  c. a student  d. are student
4- the man who owns.
5- Neither the teacher nor his student ….present.
   a. are  b. is  c. were  b. have
6- Peter and his sister ……….coming.
   a. was  b. are  c. is d. have
7- …the main food in Asia.
   a. rice is  b. rice are  c. rice  d. rice were
8- Cotton …..in the Gazira
   a. grown  b. are grown  c. rice  d. was grown
9- He said that …..ill.
   a. he was  b. was he  c. he  d. were he
10- Ibrahim asks his friend if ….happy.
    a. is he  b. he is  c. he  d. was he
11- They …..pass their exam if they study hard.
    a. shall  b. will  c. should  d. would
12- He works at the theatre, ………?
    a. doesn't he  b. does he  c. he does  d. he doesn't
13- We ………hurry up or we will be late.
    a. would  b. must  c. can  d. may
14- You haven't eaten your breakfast ………?
    a. have you  b. haven't you  c. you haven't  d. you have
15- Excuse me: ……you tell me the time, please?
    a. will  b. shall  c. can  d. may
16- When I was six years old I …. Swim
    a. can  b. could  c. would  d. may
17- If I ……..you, I would tell her the truth.
a. was b. were c. are d. was
18- The number of girls ……small in this class
a. is b. are c. was d. were
19- The police ……. Hunting for him.
a. is b. are c. were
20- The class ………an English lesson every day.
a. has b. have c. had d. did

Good luck
Appendix (3)
The Written Post-test

Question one

Part One: Put a tick (√) in front of the appropriate order (a, b, c, or d)

1- a. the chairs all are here   (   )
    b. all the chairs are here.   (   )
    c. the all chairs are here.   (   )
    d. chairs the all are here.   (   )

2- a. it's a rather small car.   (   )
    b. it's rather a small car.   (   )
    c. it's a small rather car.   (   )
    d. it's small rather a car.   (   )

3- a. she's such a lovely child.   (   )
    b. she's a such lovely child.   (   )
    c. she's a lovely such child.   (   )
    d. she's such lovely a child.   (   )

4- a. what a book an interesting!   (   )
    b. an interesting what book.   (   )
    c. an what interesting book.   (   )
    d. what an interesting book.   (   )

5- a. he bought the both cars.   (   )
    b. he bought both the cars.   (   )
    c. he bought cars the both.   (   )
    d. he bought cars both the.   (   )

Part Two: Choose one item between brackets then fill in the blank:
1. Few people care about ……. (poor, a poor, the poor, an poor)
2. There are wonderful things in ………. around you. (nature, the nature, a nature, an nature)
3. It is ……. book that I have ever read. (funniest, a funniest, the funniest, an funniest)
4. I want to go to the cinema to see a film about France and …….
   (French, a French, the French, an French)
5. This is just a piece of …….to you. (an advice, advice, the advice, a advice)
6. During my walk in the park, I saw …….woman eye holding an umbrella
   (an one, one, the one, a one)
7. Each member in this club is going to be given ……. (present, the present, an present, a present)
8. At ……. he didn't realize his mistakes. (first, the first, a first, an first)
9. She is at …………. (home, the home, a home, an home)
10. Hamdi is ……. student. (Egyptian, the Egyptian, Egyptian, a Egyptian)
11. I read …….book last week. (a useful, an useful, the useful, useful)
12. Do you want ……..of eggs? (dozen, a dozen, the dozen, an dozen)
13. All people love …………… (the freedom, a freedom, an freedom, freedom)
14. He work as ……. With U.N. (interpreter, the interpreter, an interpreter, a interpreter)
15. Living a lone is …………. experience for her. (a unusual, an unusual, the unusual, unusual)
Question Two

Part One: Put a tick (✔) in front of the appropriate order

1- a. my both parents gave me a hundred dollars. ( )
   b. both my parents gave me a hundred dollars. ( )
   c. both parents my gave me a hundred dollars. ( )
   d. parents both my gave me a hundred dollars. ( )

2- a. my brother is making double. My salary ( )
   b. my brother is making my double salary. ( )
   c. my brother is making double salary my. ( )
   d. my brother is making salary my double. ( )

3- a. half this pen is filled with ink. ( )
   b. this half pen is filled with ink. ( )
   c. this pen half is filled with ink. ( )
   d. half pen this is filled with ink. ( )

4- a. Ali has invited his all friends to the party. ( )
   b. Ali has invited friends all his to the party. ( )
   c. Ali has invited his friends all to the party. ( )
   d. Ali has invited all his friends to the party. ( )

5- a. Who's drove Ahmed car? ( )
   b. Who drove Ahmed's car? ( )
   c. Who drove's Ahmed car? ( )
   d. Who drove Ahmed car's? ( )

Part Two: Choose one item between brackets then fill in the blank

1- ……….photograph is in all the papers. (Yours, You're, Your, Your're)
2- They visit ……… Parents twice a week. ( them, their, theirs, they)
3- I saw the man ……….car you damaged. (who, whose, who's, which)
4- ……….children need help. (This, That, These, They)
5- The goat fell into the pool and broke ……… Leg. (it's, its, it, its')
6- Peter is doing ……….homework. (her, his, him, he)
7- My brother and I are clearing ……………things. (their, our, ours, my)
8- The accident is ……………………… (nobodys’ fault, nobody's fault, nobody fault’s, nobodys fault’s)
9- ………has a chance. (Each person, Each persons, Persons each, Person each)
10- Has been stolen. (neither horses, neither horse, horses neither, horse neither)
11- ………film is excellent. (That's, These, Those, That)
12- ………is bigger than David's. (Our house, Our houses, Ours house, Ours houses)
13- ……… serves the best Egyptian food in the town. (These restaurant, These restaurants, This restaurant, That restaurants)
14- I have broken ………… (I pencil, mine pencil, my pencil, me pencil)
15- She's angry with…………..(his daughter, hers daughter, him daughter, her daughter)

**Question Three:**

**Part One: Put (✔) in front of the appropriate order**

1- a. There are three cows in the field. (   )
b. There are cows three in the field. (   )
c. There are three in the field cows. (   )
d. There are cows in the field three. (   )

2- a. Put little a more salt to make it taste good. (   )
b. Put a more little salt to make it taste good. (   )
c. Put more little a salt to make it taste good. (   )
d. Put a little more salt to make it taste good. (   )

3- a. Both the three donkeys were stolen at the same time. (   )
b. Three both the donkeys were stolen at the same time. (   )

c. The both donkeys three were stolen at the same time. (   )
d. Both three the donkeys were stolen at the same time. (   )

4- a. There is food enough for everyone. (   )
   b. There is food for everyone enough. (   )
   c. There is enough for everyone food. (   )
   d. There is enough food for everyone.

5- a. All of last his three books are valuable. (   )
   b. His all of last three books are valuable. (   )
   c. Three last his all of books are valuable. (   )
   d. All of his last three books are valuable. (   )

Part Two: Choose one item between brackets then fill in the blank:
1. How ………….. sugar did you sell yesterday?
   (many – enough – much – little)
2. ………………face difficulty in learning English grammar.
   (Most students – Most students – Much student – Much Students)
3. ……………….people enjoy watching T.V.
   (Much – Little – A great deal – Many)
4. I've got ……………… friends.
   (a little – much – a few – most)
5. I've ……………….work this week.
   (much – a lot of – few – many)
6. He has ……………….for you.
   (some information – some informations – several informations – few information)
7. ………………….saw the criminal.
   (Four woman – Four women – Woman four – Women four)
8. Unfortunately I haven't .................knowledge about his work.
(some – any – none – many)
9. We haven't got ...............mineral water.
(a lot of – little – too – much)
10. .............. passengers were missed last month.
(A hundred – One hundreds – Hundred – A hundreds)
11. Very ..............of the students will pass.
(little – a few – few – a little)
12. There is not ...........noise in the class.
(much – many – any – some)
13. There are not .................trees in the garden.
(much – any – many – some)
14. ..............gathered in the school yard.
(Fifty student – Students fifty – Fifty students – Student fifty)
15. Are there .............with your work?
(any problem – any problems – much problems – much problem)

Question Four:

Draw a circle round the letter of the best answer (a, b, c or d)

1. Most people like football, but ...............my opinion it's too boring.
    a. of    b. from    c. in    d. with
2. Are you traveling to Jebal Mara ..............holiday?
    a. for    b. on    c. to    d. in
3. I looked this word up .............. the dictionary, but I still don't understand it.
    a. from    b. in    c. on    d. at
4. Luckily, I arrived at the station ...........to catch the last train.
    a. in time    b. time    c. on time    d. at time

5. My house is ...........the end of the street.
    a. at    b. on    c. in    d. to
6. This gift is ……..you.
   a. to     b. for     c. of     d. with

7. You should be ……..to attend the lesson from the very beginning.
   a. in time   b. time   c. on time   d. at time

8. Throw the ball………..Jack, please.
   a. for     b. to     c. of     d. with

9. I went ……..late last night.
   a. to home   b. at home   c. home   d. in home

10. An English sentence ……..the capital letter.
    a. begins of     b. begins for     c. begins with     d. begins to

11. She was born in Kutum ……..February 12, 1999.
    a. on     b. at     c. in     d. of

12. Be careful! You're going to set the paper ……..fire!
    a. to     b. on     c. in     d. with

13. We congratulated her………..her success.
    a. for     b. from     c. on     d. to

14. He is not glad ……..the news.
    a. from     b. with     c. of     d. to

15. She is good ……..English.
    a. on     b. in     c. at     d. of

16. She is quite sure ……..their honesty.
    a. for     b. of     c. from     d. with

17. He lived ……..himself.
    a. with     b. by     c. for     d. of

18. I need to learn these verbs ……..heart.
    a. on     b. from     c. of     d. by

19. I will be here ……..3.30 to 4.45.
    a. for     b. at     c. from     d. of

20. My house is ……..brick.
a. build from    b. build of    c. build with    c. build for

**Question Five:**

**Draw a circle round the letter of the best answer (a, b, c or d):**

1. I …………see you tomorrow.
   - a. will    b. going to    c. am    d. do
2. She ………..finished lunch by the time he arrived.
   - a. has    b. had    c. was    d. did
3. What time ………..he usually get up?
   - a. do    b. does    c. is    d. has
4. They …………..cleaning the room when she arrived.
   - a. did    b. have    c. were    d. do
5. I …………..use to make so many mistakes.
   - a. didn’t    b. don’t    c. hadn’t    d. wouldn't
6. They…………waiting for me more than three hours.
   - a. been    b. has been    c. have been    d. were been
7. The house ………………..
   - a. will be built    b. be will built    c. will built be    d. built will be
8. Does ………………. a car?
   - a. he has    b. he have    c. has he    d. have he
9. She …………her homework everyday.
   - a. did    b. do    c. does    d. doing
10. ……………you repeat that, please?
11. …………drink milk?
    - a. Do    b. Does    c. Have    d. Has
12. The coat is really beautiful! …………?
    - a. Is it    b. Isn't it    c. It isn't    d. It is
13. We mustn't be late for the party, …………..?
a. we must  

b. we mustn't  

c. mustn't we  

d. must we

14. Those oranges............very good.
   a. are  
   b. was  
   c. will  
   d. is

15. It's getting late. The restaurant .................closing soon.
   a. be might  
   b. be may  
   c. might be  
   d. may

16. This won't take too long.
   a. No, they won't  
   b. No, it won't  
   c. Yes, it won't  
   d. Yes, they won't

17. .............go to Medani next week.
   a. She might  
   b. She can  
   c. She may  
   d. She used to

18. I .................go for a walk every morning when I was 20 years old.
   a. may  
   b. can  
   c. ought to  
   d. used to

19. There ............not many houses here.
   a. is  
   b. did  
   c. was  
   d. were

20. If..............taller, he could play basket ball.
   a. is he  
   b. was he  
   c. were he  
   d. he were

Good luck
Appendix (4)
Outlines of Teaching Programme

A. Phonology

1. All English language letters and their sounds.
2. Some differences between English language pronunciation and spelling.
   A. How to pronounce words having consonant letter sounds, b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z,
   B. How to pronounce words of blend consonant letter sounds: br, cr, fr, pr, tr, wr, bl, cl, fl, gl, pl, sl, scr, str, s msn, sp, sc, sk.
   C. How to pronounce digraphic consonant sounds: sh, ch, th,
   D. How to pronounce vowel letters: a, e, i, o, u, ai, ea, oa, oi, ou,
   E. How to pronounce vowel letters +r: ar, er, or, ur,
   F. How to pronounce words consisting vowel sounds and diphthongs
   G. How to pronounce words consisting of silent consonants
   H. The rules of pronunciation for the plural suffix (-s/es) of regular nouns
   i. The rules of pronunciation for the past suffix (-ed) of regular verbs.
3. How to use the dictionary.

B. Grammar:

1. The main features of English language determiners:
   a. Definition of determiners - their positions within the noun phrase – the restriction of order among determiners– exceptions.
Appendix (5)

Supplementary activities of English Language Phonology

Consonants

Activity A: learning differences between English language pronunciation of consonants and their spelling

<table>
<thead>
<tr>
<th>No</th>
<th>Letters</th>
<th>Sounds</th>
<th>Examples</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b</td>
<td>/b/</td>
<td>Bad</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>c</td>
<td>/s/</td>
<td>Sit, /k/ come</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>d</td>
<td>/d/</td>
<td>Door</td>
<td></td>
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<td>4</td>
<td>f</td>
<td>/f/</td>
<td>Four</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>g</td>
<td>/g/</td>
<td>Go /ʤ/ general</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>h</td>
<td>/h/</td>
<td>Hat</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>j</td>
<td>/ʤ/</td>
<td>Jam</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>k</td>
<td>/k/</td>
<td>Kill</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>l</td>
<td>/l/</td>
<td>Leg</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>m</td>
<td>/m/</td>
<td>Man</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>n</td>
<td>/n/</td>
<td>Nose</td>
<td></td>
</tr>
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<td>12</td>
<td>p</td>
<td>/p/</td>
<td>People</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>q</td>
<td>/kw/</td>
<td>Quickly</td>
<td></td>
</tr>
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<td>14</td>
<td>r</td>
<td>/r/</td>
<td>Room</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>s</td>
<td>/s/</td>
<td>See or /z/ is, rooms</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>t</td>
<td>/t/</td>
<td>Tree</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>v</td>
<td>/v/</td>
<td>Very</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>w</td>
<td>/w/</td>
<td>Wall</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>x</td>
<td>/ks/</td>
<td>Six or /gz/ exam</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>y</td>
<td>/j/</td>
<td>You</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>z</td>
<td>/z/</td>
<td>Zoo</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>sh</td>
<td>/ʃ/</td>
<td>Ship</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>ch</td>
<td>/tʃ/</td>
<td>Church</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>th</td>
<td>/θ/</td>
<td>Three or /ð/ that</td>
<td></td>
</tr>
</tbody>
</table>
Activity B: learning to produce the consonant sounds: listen to the cassette recorder, and then repeat the sound after the speaker

<table>
<thead>
<tr>
<th>Sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. p</td>
<td>pen</td>
</tr>
<tr>
<td>2. b</td>
<td>bad</td>
</tr>
<tr>
<td>3. t</td>
<td>tea</td>
</tr>
<tr>
<td>4. d</td>
<td>did</td>
</tr>
<tr>
<td>5. k</td>
<td>cat</td>
</tr>
<tr>
<td>6. g</td>
<td>get</td>
</tr>
<tr>
<td>7. tf</td>
<td>chain</td>
</tr>
<tr>
<td>8. dʒ</td>
<td>jam</td>
</tr>
<tr>
<td>9. f</td>
<td>fall</td>
</tr>
<tr>
<td>10. v</td>
<td>van</td>
</tr>
<tr>
<td>11. θ</td>
<td>thin</td>
</tr>
<tr>
<td>12. ʃ</td>
<td>this</td>
</tr>
<tr>
<td>13. S</td>
<td>see</td>
</tr>
<tr>
<td>14. Z</td>
<td>zoo</td>
</tr>
<tr>
<td>15. j</td>
<td>shoe</td>
</tr>
<tr>
<td>16. ʒ</td>
<td>vision</td>
</tr>
<tr>
<td>17. h</td>
<td>hat</td>
</tr>
<tr>
<td>18. M</td>
<td>man</td>
</tr>
<tr>
<td>19. N</td>
<td>now</td>
</tr>
<tr>
<td>20. ŋ</td>
<td>sing</td>
</tr>
<tr>
<td>21. L</td>
<td>leg</td>
</tr>
<tr>
<td>22. R</td>
<td>red</td>
</tr>
<tr>
<td>23. j</td>
<td>yes</td>
</tr>
<tr>
<td>24. W</td>
<td>wet</td>
</tr>
</tbody>
</table>

From Roach (2000)
**Homework:**

In your mobile read all the above sounds then compare your pronunciation with the pronunciation of the speaker in your copy of the cassette. Write in your notebook the sounds that you found difficulty to say them like the cassette speaker.

**Activity C: Producing words beginning with the same consonant sound**

a. Find and say things, people – Parts of the body inside the classroom their names begin with the following sound

1. /p/ - pen – pencil - picture
3. /d/ - door – desk – dusta – dalya
6. /z/ - zinc – zeinab – zakaria – zero
8. /v/ - vase – veil – velvet
9. /l/ - lamp – leg – laila – linda
14./tʃ/ - chair – chart – cheek – cheese – chalk
15./k/ - cupboard – key – kamal – karam al deen
16./ɡ/ - gold – girl – glasses – glove – grass – green
17./ʃ/ - shelf – shoulder – shirt – sheet – shell – shareefa
18./θ/ - Thom – thread – throat – thumb – Thurayia
19./h/ - head – hand – hair – heart – hammer – hajir
20./w/ - window – water – wall – watch – whip – white
21./j/ - ring – singing – wrong – strong long – drink
B. say words have the following sounds

1- /ð/ there – that – this – these – then – the – them- their

2- /ʒ/ measure - pleasure – treasure – garage

3- /ŋ/ ring – singing- wrong – strong long – drink

**Home work**

In your mobile read the following words. Write down in your book the words that you found difficulty to read them. You can use the dictionary to check your pronunciation.

The words are: Bag, five, circle, mixture, thousand, language, fish, machine, young, question, verb, and leisure.

**Activity D: Pronunciation of Minimal Pairs (Consonants)**

Listen to the speaker then repeat

<table>
<thead>
<tr>
<th>/p/</th>
<th>/b/</th>
<th>/t/</th>
<th>/d/</th>
<th>/k/</th>
<th>/g/</th>
<th>/f/</th>
<th>/v/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pin</td>
<td>bin</td>
<td>town</td>
<td>down</td>
<td>coal</td>
<td>goal</td>
<td>fan</td>
<td>van</td>
</tr>
<tr>
<td>pill</td>
<td>bill</td>
<td>try</td>
<td>Dry</td>
<td>coat</td>
<td>goat</td>
<td>few</td>
<td>view</td>
</tr>
<tr>
<td>pride</td>
<td>bride</td>
<td>true</td>
<td>Drew</td>
<td>come</td>
<td>gum</td>
<td>fast</td>
<td>vast</td>
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<tr>
<td>path</td>
<td>bath</td>
<td>latter</td>
<td>ladder</td>
<td>cold</td>
<td>gold</td>
<td>off</td>
<td>of</td>
</tr>
<tr>
<td>pig</td>
<td>big</td>
<td>whiter</td>
<td>wider</td>
<td>cap</td>
<td>gap</td>
<td>leaf</td>
<td>leave</td>
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<tr>
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<td>bee</td>
<td>set</td>
<td>Said</td>
<td>duck</td>
<td>dug</td>
<td>safe</td>
<td>save</td>
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<tr>
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<td>bat</td>
<td>bent</td>
<td>Bend</td>
<td>pick</td>
<td>pig</td>
<td>fairy</td>
<td>vary</td>
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<th>/θ/</th>
<th>/t/</th>
<th>/θ/</th>
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<td>thorn</td>
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<td>tin</td>
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<td>bathe</td>
<td>worth</td>
<td>word</td>
<td>theme</td>
<td>team</td>
<td>thick</td>
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<td>breathe</td>
<td>death</td>
<td>dead</td>
<td>both</td>
<td>boat</td>
<td>theme</td>
</tr>
<tr>
<td>author</td>
<td>Order</td>
<td>death</td>
<td>debt</td>
<td>faith</td>
<td>face</td>
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<td>path</td>
<td>part</td>
<td>mouth</td>
<td>mouse</td>
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<td></td>
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<td>mat</td>
<td>youth</td>
<td>use (n)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>fourth</td>
<td>force</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>/s/</td>
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<td>dare</td>
<td>clothe</td>
<td>close</td>
<td>ice</td>
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<td>den</td>
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<td>wing</td>
<td></td>
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<td>plays</td>
<td>ton</td>
<td>tongue</td>
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<tr>
<td>bus</td>
<td>buzz</td>
<td>son</td>
<td>sung</td>
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<table>
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<th>/ŋk/</th>
<th>/l/</th>
<th>/r/</th>
<th>/w/</th>
<th>/v/</th>
<th>/h/</th>
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<tbody>
<tr>
<td>thing</td>
<td>think</td>
<td>load</td>
<td>road</td>
<td>whale</td>
<td>veil</td>
<td>happy</td>
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<td>sing</td>
<td>sink</td>
<td>lay</td>
<td>ray</td>
<td>wheal</td>
<td>veal</td>
<td>heavy</td>
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<td>we</td>
<td>v</td>
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<td>worse</td>
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<td>west</td>
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<table>
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<th>/tʃ/</th>
<th>/ʒ/</th>
<th>/dʒ/</th>
<th>/tʃ/</th>
<th>/t/</th>
<th>/dʒ/</th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheet</td>
<td>cheat</td>
<td>shore</td>
<td>jaw</td>
<td>chest</td>
<td>test</td>
<td>juice</td>
<td>use</td>
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<td>shot</td>
<td>jot</td>
<td>chin</td>
<td>tin</td>
<td>jaw</td>
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<td>gel</td>
<td>chose</td>
<td>toes</td>
<td>jet</td>
<td>yet</td>
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<td>cat</td>
<td>job</td>
<td>yob</td>
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<td>gin</td>
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<td>watch</td>
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<td>jew</td>
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<td>beat</td>
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</tbody>
</table>
Vowels and Diphthongs

1. Learning sounds of vowel letters

Activity A: say the sounds of the following vowel tellers give examples.

<table>
<thead>
<tr>
<th>Vowel letter</th>
<th>Sound</th>
<th>examples (pair work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a.</td>
<td>\æ\</td>
<td>apple</td>
</tr>
<tr>
<td></td>
<td>\a:\</td>
<td>arm</td>
</tr>
<tr>
<td></td>
<td>\ə\</td>
<td>a long</td>
</tr>
<tr>
<td></td>
<td>\ɔ:\</td>
<td>already</td>
</tr>
<tr>
<td></td>
<td>\ei \</td>
<td>age</td>
</tr>
<tr>
<td>2. e.</td>
<td>\e\</td>
<td>egg</td>
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<tr>
<td></td>
<td>\i\</td>
<td>eleven</td>
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<tr>
<td></td>
<td>\i:\</td>
<td>equal</td>
</tr>
<tr>
<td></td>
<td>\ai\</td>
<td>eye</td>
</tr>
<tr>
<td>3. i.</td>
<td>\i \</td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>\ai\</td>
<td>island</td>
</tr>
<tr>
<td>4. o.</td>
<td>\D\</td>
<td>office</td>
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<td>\əu\</td>
<td>old</td>
</tr>
<tr>
<td></td>
<td>^\</td>
<td>other</td>
</tr>
<tr>
<td></td>
<td>\ɔ:\</td>
<td>order</td>
</tr>
<tr>
<td></td>
<td>\w\</td>
<td>one</td>
</tr>
<tr>
<td></td>
<td>\ə\</td>
<td>objective</td>
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<tr>
<td>5. u.</td>
<td>^\</td>
<td>ugly</td>
</tr>
<tr>
<td></td>
<td>\ju:\</td>
<td>unity</td>
</tr>
<tr>
<td></td>
<td>\ə\</td>
<td>until</td>
</tr>
<tr>
<td></td>
<td>\ɔ:\</td>
<td>urban</td>
</tr>
</tbody>
</table>

Activity B: sound out the following double vowel letters

Vowels sound example (group work)
1. ai ei aid
eə air

2. au ɔ: author
   a: aunt

3. ea i: eat
   iə ear
   ɜ: earth

4. ei ei eight
   ai either

5. oa ɔ: oar
   ɔu oath

6. ou aʊ out
   ʊ: ought to

**Activity C**: underline the odd sound (group work)

1. act – advice – add – adverb
2. although – always – also – alone
3. answer – along – ago – across
4. even – event – evil – evening
5. enjoy – engine – enemy – engineer
6. it – in – ice – ill
7. object – objective often – off
8. o'clock – observe – opinion – onion
9. old – order – ocean – open
10. umbrella – unless – uncle – unable
11. urgent – urban – union – urbane
12. aid – aim – air
13. author – aunt – autumn – auxiliary
14. each – easy – east – early
**Activity D:** listen to the speaker then repeat the sound

Comparing English vowels and diphthongs (minimal pairs practice)

<table>
<thead>
<tr>
<th>Short</th>
<th>Long</th>
<th>Short</th>
<th>Short</th>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>/ɪ:/</td>
<td>i</td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship</td>
<td>sheep</td>
<td>bit</td>
<td>bet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit</td>
<td>feet</td>
<td>did</td>
<td>dead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td>seat</td>
<td>fill</td>
<td>fell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rich</td>
<td>reach</td>
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Pronunciation Games

Activity A: A game for practicing minimal pairs

Students should be divided into two teams: A and B. Each team has a list of minimal pairs, at least one minimal pair for each student in a team. A student from group A introduces him/herself as one of the minimal pairs asking: for the other element of the minimal pairs, by saying: I'm Pin. Do you know where my friend/brother/sister is.

Student from B says: Oh, yes, s/he is Bin. Student A says: thank you, if the answer is right, or No. sorry if it’s wrong.

If the answer is not correct, the team loses a score. This goes in turn. The team who has the largest number of scores is the winner.

Examples

<table>
<thead>
<tr>
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<th>Group B</th>
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Activity B: A game for practicing pronunciation of words
One student acts as a market trader selling things. He or she gives the students a word which helps them to guess correctly what he/she sells. Example: each student makes a list of thing he/she would like to sell. S/he says: I am a market trader and I can sell, e.g. fruit, vegetables, furniture, food, or clothes (going round the class). Another student asks him/her: can you sell (naming things related to what have been said) He/she can say: yes I can, or no I can't (according to the list). The winner is the one who pronounced most of the words correctly. Each student has a turn in saying this: e.g. 
Student A: I'm a market trader and I can sell fruit.
Student B. can you sell apples?
Student A: Yes. I can.
Teacher prompts: he can sell ….. (A student answers).
**Activity A:** look, listen and say

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Knife | Knives | /z/
Shelf | Shelves | /z/

E /-s/ |
---|---|---
Roof | Roofs | /s/
Chief | Chiefs | /s/
belief | beliefs | /s/

Ex. Put the following nouns in their plural forms then read them in your mobile


| S | Z | IZ |
---|---|---|
Goats | spoons | wishes |

G. Plural game

**Instruction:** two students fill in the boxes with nouns have plural forms as in the above boxes. Then the students come in front of the class to read them. The one who correctly completes all the boxes is the winner. Each student has a turn.

**Suffix of the regular past simple verbs (-ed)**

**Activity A:**

Listen to the pronunciation of (ed) endings of the regular past simple verbs. Then choose the group which each verb falls into: /t/, /d/, or /d/
Text:
Sunday turned into a very long day. My mum was coming back from holiday so I went to the airport to pick her up.
Unfortunately her flight was delayed for a couple hours so I had to hang around at the airport. I went to the bookshop and bought a paper to read while I was waiting. She finally arrived at about 5 o'clock and wanted to go straight home because she was so tired. So, we jumped into the car and I dropped her off at her place then headed to my flat in south London. But I realized with horror that I had missed my keys somewhere in the airport.

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Activity B: Read the underlined words
1- He liked ice cream when he was young.
2- She closed the door.
3- They invited you to the party.
4- She waited at the bus stop for over an hour.
5- I phoned you last night but you weren’t in.
6- I watched T.V all last night.

Activity C: Underline the correct ending of the following words
1- Liked /t/, /d/, /id/ (pair work)
2- Closed /t/, /d/, /id/
3- Invited /t/, /d/, /id/
4- Waited /t/, /d/, /id/
5- Phoned /t/, /d/, /id/
6- Watched /t/, /d/, /id/
Homework

Read the following words in your mobile. Write down in your notebook the difficult ones, one is done for you.


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Pronunciation of words consisting of silent consonant letters

Activity A: Listen to the following words:


Note the silent letters were coloured with green:

Activity B: Say each word, use it in a sentence, and then repeat the word.

Word

1- Kneel I always kneel when I do my prayers.
2- Whole Fatima bought a whole new set of bedroom furniture.
3- Wrist Mona twisted her wrists when she fell.
4- Whose Whose car shall we use tonight?
5- Knock Please knock loudly on the door.
6- Wrecker A wrecker came to the accident scene.
7- Wrong The wrong keyboard was ordered.
8- Whom Whom did you expect to see?
9- Sign The high way sign posted the speed limited.
10- Writing Midian is writing a poem for the school society.
11- Knife The butcher sharpened his carving knife.
12- Wheel A car has four wheels.
13- Psychology She's a specialist in psychology.
15- Wheat Wheat flour is used for making bread.

**Activity C:** Say the pronunciation of the following words with the silent letters:

**Words:**


**Example: cart**

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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cart</td>
</tr>
</tbody>
</table>

**Activity D:** A game (words family) each student selects words which have the same silent letter (s) to make his own family. Then he/she tries to make a song with these words e.g. Here is a song like a story
We're a family of (–ck) stock.
Once my father brought a delicious cock;
We made a trick at six o'clock.
I myself sister tick, and brother tock;
Kick the kitchen and ate the cock.
My father check the matter my mother chock.

Consonant – clusters

Initial position

Activity A: Listen to the following words and repeat:

Clusters

<table>
<thead>
<tr>
<th>sc-</th>
<th>school</th>
<th>pr-</th>
<th>prove</th>
</tr>
</thead>
<tbody>
<tr>
<td>sk-</td>
<td>skill</td>
<td>tr-</td>
<td>train</td>
</tr>
<tr>
<td>sl-</td>
<td>slow</td>
<td>br-</td>
<td>brown</td>
</tr>
<tr>
<td>sm-</td>
<td>smoke</td>
<td>thr-</td>
<td>thrown</td>
</tr>
<tr>
<td>sn-</td>
<td>snow</td>
<td>gr-</td>
<td>green</td>
</tr>
<tr>
<td>cr-</td>
<td>cry</td>
<td>bl-</td>
<td>blue</td>
</tr>
<tr>
<td>fr-</td>
<td>free</td>
<td>fl-</td>
<td>flat</td>
</tr>
<tr>
<td>dr-</td>
<td>dream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sw-</td>
<td>sweet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pl-</td>
<td>plane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity B: Join the two parts of a word then say it.
2. Three consonant – clusters

**Activity A:** Listen to the following words and repeat them.

spring – string – square – street – straight – strong

**Activity B:** Join the two parts of each word then read the words.

<table>
<thead>
<tr>
<th>spr</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>str</td>
<td></td>
<td></td>
</tr>
<tr>
<td>squ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ange
ay
ong
are
eak

**Medial position**

1. Two consonant – clusters:

**Activity A:** Listen to the following words and repeat

2. There consonant – clusters
Listen then repeat

3. Four consonant – clusters
Listen and repeat
Extra – construct – confront – extreme – extract

Activity B: Sound out words have the following clusters in medial position: -nt, -xp-, -ntr-, -xtr-, -nstr

Homework:
A. Use your dictionary to list out (15) words of consonant – clusters: five words of two cluster medial position, five of three clusters medial position and five of four clusters medial position. Then read all of them in your mobile.

Final position

1. Two consonant – clusters

Activity A: Listen and repeat

<table>
<thead>
<tr>
<th>Cluster</th>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-mp</td>
<td>/mp/</td>
<td>camp – lamp – pump</td>
</tr>
<tr>
<td>-nd</td>
<td>/nd/</td>
<td>end – stand – ground – mend</td>
</tr>
<tr>
<td>-lf</td>
<td>/if/</td>
<td>shelf – self – wolf –</td>
</tr>
<tr>
<td>-ng</td>
<td>/ndʒ/</td>
<td>orange – arrange – strange</td>
</tr>
<tr>
<td>-ts</td>
<td>/ts/</td>
<td>Sweets- boats- hats - cats</td>
</tr>
</tbody>
</table>

Activity B: Think of different words which have the same clusters up. Write them down. Then read them. (Pair work)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>mp</td>
<td>/mp/</td>
<td></td>
</tr>
</tbody>
</table>
Activity C: Make words from the following clusters then read them in your mobile, for example:

<table>
<thead>
<tr>
<th>Cluster</th>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>rds</td>
<td>/dz/</td>
<td>birds – cards – records – words</td>
</tr>
<tr>
<td>ns</td>
<td>/ns/</td>
<td></td>
</tr>
<tr>
<td>nz</td>
<td>/nz/</td>
<td></td>
</tr>
<tr>
<td>ng</td>
<td>/ ndʒ/</td>
<td></td>
</tr>
<tr>
<td>ts</td>
<td>/ts/</td>
<td></td>
</tr>
<tr>
<td>sp</td>
<td>/sp/</td>
<td></td>
</tr>
<tr>
<td>sk</td>
<td>/sk/</td>
<td></td>
</tr>
<tr>
<td>nth</td>
<td>/nθ/</td>
<td></td>
</tr>
</tbody>
</table>

2. Three consonant – clusters

Activity D: Listen and repeat

<table>
<thead>
<tr>
<th>Cluster</th>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>nts</td>
<td>/nts/</td>
<td>plants, rents – tents</td>
</tr>
<tr>
<td>nds</td>
<td>/ndʒ/</td>
<td>ends, friends, sounds</td>
</tr>
<tr>
<td>sts</td>
<td>/sts/</td>
<td>tests – thirsts, trusts</td>
</tr>
<tr>
<td>sks</td>
<td>/skʃ/</td>
<td>Tasks – desks</td>
</tr>
<tr>
<td>pths</td>
<td>/pθʃ/</td>
<td>depths</td>
</tr>
<tr>
<td>ilk</td>
<td>/ilk/</td>
<td>milked</td>
</tr>
</tbody>
</table>

3. Four consonant – clusters

Activity A: Listen and repeat

Texts – contexts – attempts – instincts – prompts

Examples
Cluster  sound  examples
-xts /ksts/  texts, contexts, nest
-mpts /mpts/  attempts, prompts
-nkts /nkts/  instincts
-mpls /mplz/  examples

**Activity B:** Think of words having the following clusters, write them down then read them to the class. For example

<table>
<thead>
<tr>
<th>Clusters</th>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>lfths</td>
<td>/lfθs/</td>
<td>twelfths</td>
</tr>
<tr>
<td>nths</td>
<td>/nθs/</td>
<td></td>
</tr>
<tr>
<td>lps</td>
<td>/lps/</td>
<td></td>
</tr>
<tr>
<td>sht</td>
<td>/ʃt/</td>
<td></td>
</tr>
<tr>
<td>ngd</td>
<td>/ndʒ/</td>
<td></td>
</tr>
<tr>
<td>thd</td>
<td>/ðd/</td>
<td></td>
</tr>
<tr>
<td>sts</td>
<td>/sts/</td>
<td></td>
</tr>
<tr>
<td>skd</td>
<td>/skt/</td>
<td></td>
</tr>
<tr>
<td>cts</td>
<td>/kts/</td>
<td></td>
</tr>
</tbody>
</table>
Appendix (6)

Supplementary Activities of Grammar

A. Position of determiners within noun phrase:
Determiners are used at the beginning of a noun phrase, in front of adjectives (if any there). For example:

1. I don’t like these oranges.
2. There was a man in the room.
3. He opened another shop last month.
4. He spoke many different languages.
5. Every student in this class has a mobile.

**Activity A:**

**Complete the following sentences with (a, b, c or d):**

1. Have you got ...............?
   a. red another car.
   b. red car another.
   c. another red car.
   d. another car red.

2. I got ...............from Selwa.
   a. postcard a blue.
   b. a blue postcard.
   c. a postcard blue.
   d. blue a postcard.

3. He has ............... 
   a. Sudanese many friends.
   b. Many friends Sudanese.
   c. Sudanese friends many.
   d. many Sudanese friends.

4. There is ...............for all of us.
   a. enough good food.
   b. good enough food.
   c. food enough good.
   d. enough food good.

5. ............... is sitting under the tree.
a. Old the man.
b. The man old.
c. The old man.
d. Man the old.

B. Types of determiners

1. Specific determiners are:

<table>
<thead>
<tr>
<th>The definite article: the.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstratives: this, that, those, these.</td>
</tr>
<tr>
<td>Possessives: my, your, her, his, its, our, their.</td>
</tr>
</tbody>
</table>

Specific determiners are used when the people you are talking to know exactly about persons or things who or what they are.

3. General determiners

4.

| General determiners are used to talk about people or things without saying exactly who or what they are. |

Examples:

1. My house is near the river.
2. This food is delicious.
3. The moon goes round the sun.
4. I heard a baby crying.
5. All people die.
6. That is an old book.
7. Are there any people here?
8. There are many people in the market.
9. There were few doctors available.
10. I've several books about Indian history.

**Activity A:**

Underline the correct item to fill the blanks:

1. John is …………actor. (this – an – the)
2. ………….fish swim. (our – all – these)
3. Where's ………….bus stop? (an – a- the)
4. Is there ……………water in the pot? (this – any – their)
5. She bought…………pair of shoes. (my – a – the)

**C. Restrictions of determiners**

Two determiners from the specific do not occur within the same noun phrase. Pre-determiners come before the central determiner, and these come before the final determiners. For example

**Activity B:**

Identify whether the use of these determiners correct or not. Write 'C' for correct and 'W' for the wrong use. Correct the wrong ones.

<table>
<thead>
<tr>
<th>Determiners</th>
<th>Example</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. little</td>
<td>There was little a sugar left.</td>
<td></td>
</tr>
<tr>
<td>2. both</td>
<td>My both parents are coming.</td>
<td></td>
</tr>
<tr>
<td>3. This</td>
<td>The this book is mine.</td>
<td></td>
</tr>
<tr>
<td>4. Several</td>
<td>I saw several lions in the woods last night</td>
<td>C</td>
</tr>
<tr>
<td>5. more</td>
<td>We need more an information.</td>
<td></td>
</tr>
<tr>
<td>6. these</td>
<td>Two these men killed the lion.</td>
<td></td>
</tr>
<tr>
<td>7. all</td>
<td>All both the students are absent today.</td>
<td></td>
</tr>
<tr>
<td>8. each</td>
<td>Put an each book alone.</td>
<td></td>
</tr>
<tr>
<td>9. every</td>
<td>Every any body has done his work.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity D:**

**Distribution of determines within the noun phrase**
A. Determiners used with singular count nouns are:

<table>
<thead>
<tr>
<th>a</th>
<th>another</th>
<th>each</th>
<th>every</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>any</td>
<td>either</td>
<td>neither</td>
<td></td>
</tr>
</tbody>
</table>

Activity D:
Complete the following sentences by using words from the above table:

1. He hasn't ..........friends in America.
2. She says she doesn't understand French ..............
3. .............his money nor his help is needed.
4. .............student has to take a turn.
5. ..............of us has a lot of work to do.

B. Determiners used with plural count nouns

<table>
<thead>
<tr>
<th>all</th>
<th>enough</th>
<th>many</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>any</td>
<td>few</td>
<td>more</td>
<td>other</td>
</tr>
<tr>
<td>both</td>
<td>fewer</td>
<td>most</td>
<td>several</td>
</tr>
</tbody>
</table>

Activity E:
Complete the following sentences by using words from the above table:

1. .............of us have a lot of work to do.
2. I get .............letters each day.
3. .............people usually travel with bags.
4. I bought .............flowers for you.
5. I want .............coffee but with less milk.
6. .............snakes are dangerous.
7. There are .............oranges on the table.
8. I'm sorry but there are .............opportunities in this town.
9. Sorry! I have .............milk today.
C. Determiners used with uncounted nouns:

<table>
<thead>
<tr>
<th>all</th>
<th>enough</th>
<th>little</th>
<th>most</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>any</td>
<td>less</td>
<td>more</td>
<td>much</td>
<td>some</td>
</tr>
</tbody>
</table>

Activity A:
Complete the following sentences by using words from the above table.

1. ……………of the equipment in our office needs updating.
2. I never have …………..money.
3. He has spent …………..of his money.
4. ………….child has given a prize.
5. He hasn't had………..luck with finding a job.

D. Determiners never be used with uncounted nouns

<table>
<thead>
<tr>
<th>a</th>
<th>both</th>
<th>every</th>
<th>neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>each</td>
<td>few</td>
<td>several</td>
</tr>
<tr>
<td>another</td>
<td>either</td>
<td>many</td>
<td></td>
</tr>
</tbody>
</table>

Activity B:
Complete the sentences with the right word, or (none). (pair work)

1. There are ……………books in the library.
   (none – a – any – a few – a little – an – many – the)
2. I often go to …………..bed late.
   (none – a – any – a few – a little – an – many – the)
3. Do you often have …………..headache?
   (none – a – any – a few – a little – an – many – the)
4. In …………..countries, you have to pay for the medical treatment.
   (none – a – any – a few – a little – an – many – the)
5. My brother is …………..dentist.
   (none – a – any – a few – a little – an – many – the)
6. You must learn………..English everyday to improve your language.
7. I drink ........glass of milk.
8. There are not ...............people in the street.
9. Sometimes, ...............patience and advice help more than medicine.
10. My father has just bought .............new car.
11. Can I have .............bar of chocolate.
12. There isn't........bread in that box.
13. Is there .............cooking oil in the bottle?
14. Are there .............eggs in the basket?

Activity C:
Complete each sentence with (a or an)
1. We stayed in ...............hotel near the city centre.
2. I have ..............exciting job in Spain.
3. He bought .............new car last weekend.
4. They wear ..............uniform in their job.
5. It is ..............easy lesson.
6. I have never seen .............UFO.

Activity D:
Complete each sentence with 'the' or 'a'.
1. ........book was written by Al-Tayeb Salih.
2. My father is ..............director of this company.
4. Is there ..........hospital near here?
5. ..........students will soon arrive.
6. Please speak ..........little louder.
7. May I ask you ..........question?

Activity E:
Complete each sentence with 'the' or 'x'.

1. May I have your.............phone number.
2. What is.............name of the next station?
3. He has ...............my car today.
4. I went to .............sea during my summer holiday.
5. I went to the shop to get .............bread.
6. .............city museum is closed today.
7. .............milk is good for you.

Activity F:
Complete each sentence with 'the' or 'an'

1. .............hotel I'm at is on the other side of the town.
2. I think that is ............intelligent choice.
4. David is .............eldest student in our class.
5. Hawai is .............island in the Pacific Ocean.
6. I recommend you to drink .............apple juice at this café.
7. .............apple a day keeps .............doctor away.

Activity G:
Complete each sentence with 'an' or 'x'.

1. Lions and tigers are .............animals.
2. .............ant is .............insect.
3. You should take...........umbrella with you.
4. You have to take ........x-ray for your chest.
5. He was here ........hour ago.
6. Ali is studying ...........English.
7. Do you like ...........apples?

Activity H:

Complete each sentence with 'a' or 'x'

1. She is wearing...........blue dress with red earrings.
2. The Nile is ........river.
3. She broke...........glass when she was washing dishes.
4. I can't believe I failed ...........yesterday's test!
5. Do you have ............dictionary that I can borrow?
6. Are these........pair of shoes you wore at the party yesterday?
7. Did you have...........dinner yet?
Prepositions

A- Most frequently used prepositions:
The most frequently used prepositions are: at, by, for, from, in, of, on, to, with, off.
1- Common use of ‘at’:-
   At 7 o’clock/ at noon / at / night / at sunset / at home / good at/ bad at
2- Common use of ‘on’:
   On Monday/on the table/on time/ on fire/ On June12th2001/on the wall/ On the top of the cupboard
3- Common use of ‘in’:
   In 2010/in summer/ in July/in the morning/ in Sudan/in time/in the house
4-Common use of ‘by’:
   by train/by bus/ by ship/ by accident
5- Common use of ‘to’:
   Opposite to/similar to/go to/listen to
6- Common use of ‘for’:
   Look for/ ask for/wait for
7- Common use of ‘of”:
   Afraid of/take care of/ashamed of/full of/consists of/fond of/ made of/ a cup of
8- Common use of ‘from’:
   Different from/ travel from place to place/from time to time/ from Sudan
9- Common use of ‘with’:
   Filled with/angry with/cover with/agree with
10- Common use of ‘off’:
    Takeoff/get off the car, bus/turn off the radio, the T.V/ put off the light
Activity A: Use the prepositions below to complete the following sentences:

| in – off - on - with - for - at - -from - to - by |

1- I went there.........foot, next time, I will go ...........bus.
2- They arrived.........the morning. Now, they are ...........home.
3- My teacher was angry.........me.
4- She is good ........... English; but she is weak ........... Math.
5- He congratulated her........ her success.
6-Ali was born ........... 15th of April 1994.n
7- Ibrahim will visit us ........... Monday ........... noon.
8- Wardi was famous ........... singing.
9- I don’t agree ........... Ahmed for many reasons.
10-They accused him ........... stealing.
11- Grasim is fond ........... his father.
12- The book consists ........... five chapters.
13-The plain will take........... at 7 o’clock in the morning.
14- She was born...........Kosti...........1997.
15- It is very hot...........summer ........... the Sudan.
16- She was looking........... her lost mobile all the day.
17- I went ........... bus stop to meet my brother.
18- She is jealous ........... her friend.
19- They left Kassala ...........Khartoum yesterday.
20- I filled the glass........... water.
B: Wrong usage

<table>
<thead>
<tr>
<th>Preposition</th>
<th>In correct use</th>
<th>Correct use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-‘at’</td>
<td>They come <em>at</em> home.</td>
<td>They come home.</td>
</tr>
<tr>
<td>2-‘with’, ‘to’</td>
<td>Jane is married <em>with</em> Tom.</td>
<td>Jane is married <em>to</em> Tom.</td>
</tr>
<tr>
<td>3-‘to’, ‘with’</td>
<td>The problem I am confronted <em>to</em> is very complicated.</td>
<td>The problem I am confronted <em>with</em> is very complicated.</td>
</tr>
<tr>
<td>4-‘during’, ‘for’</td>
<td>She has not seen her son <em>during</em> eight years.</td>
<td>She has not seen her son <em>for</em> eight years.</td>
</tr>
<tr>
<td>5-‘since’, ‘for’</td>
<td>They have known each other <em>since</em> seven years.</td>
<td>They have known each other <em>for</em> seven years.</td>
</tr>
<tr>
<td>6-‘of’ ,’with’</td>
<td>I filled the glass <em>of</em> water.</td>
<td>I filled the glass <em>with</em> water.</td>
</tr>
<tr>
<td>7-‘of’ ,’by’</td>
<td>She lives <em>of</em> herself.</td>
<td>She lives <em>by</em> herself.</td>
</tr>
<tr>
<td>8,’with, ‘to’</td>
<td>My teaching style is similar <em>with</em> that of most other teachers.</td>
<td>My teaching style is similar <em>to</em> that of most other teachers.</td>
</tr>
<tr>
<td>9-‘to’ ,’at’</td>
<td>He must arrive <em>to</em> a decision.</td>
<td>He must arrive <em>at</em> a decision.</td>
</tr>
<tr>
<td>10-‘in’, ‘into’</td>
<td>She wanted to get <em>in</em> the building.</td>
<td>She wanted to get <em>into</em> the building.</td>
</tr>
</tbody>
</table>
## C: Miscellaneous Prepositions

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Usage</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since</td>
<td>From a certain point of time in the past till now</td>
<td>I have lived here since 1980.</td>
</tr>
<tr>
<td>ago</td>
<td>a certain time in the past</td>
<td>Two years ago, there was no water in this place.</td>
</tr>
<tr>
<td>before</td>
<td>earlier than a certain point of time</td>
<td>You have to get up before six to catch the first bus to Kassala.</td>
</tr>
<tr>
<td>Until</td>
<td>It gives the sense of how something is going to last</td>
<td>The show begins from Monday until Friday.</td>
</tr>
<tr>
<td>under</td>
<td>On the ground, lower than (or, covered by) something else.</td>
<td>The bag is under the table.</td>
</tr>
<tr>
<td>above</td>
<td>Higher than something else, but not directly over it.</td>
<td>There was a path above the lake.</td>
</tr>
<tr>
<td>Over</td>
<td>*covered by something else. *meaning more than. *getting to the other side(across)</td>
<td>Put a jacket over your shirt. He was over 60 years old. You can walk over the bridge.</td>
</tr>
<tr>
<td>Across</td>
<td>getting to the other side(also over)</td>
<td>He walked across the bridge. She tried to swim across the bridge, but failed.</td>
</tr>
<tr>
<td>below</td>
<td>Lower than something</td>
<td>The fish are below the surface.</td>
</tr>
<tr>
<td>Through</td>
<td>Something with limits on top, bottom and sides.</td>
<td>He jumped through the window.</td>
</tr>
</tbody>
</table>

### Activity B: Complete the following sentences with one preposition or (X)

1. Please put the bag … the table.
2- He went……….his friends’ house.
   a- x b-below c- to d- with

3- She came………. home early.
   a- at b- since c- x d- until

4- The airplane flew………. the storm.
   a- about b-above c- through d- across

5- I could see her……….the window.
   a- above b- along c- through d- x

6- Who looks……….you when your parents are not in?
   a- for b- about c- after d- before

7- She was carrying her handbag ………her arm.
   a- for b- about c- on d- in

8- There is only one bridge……….this river.
   a- above b-x c-across d-below

9- We are not allowed to talk……….ourselves.
   a-between b- among c-through d- x

10- Every day I work from 8:00 Am……….3:00Pm.
    a-from b- about c-until d- after
Auxiliary Verbs

Common Auxiliary Verbs:

Primary Auxiliaries:

am, are, is, were, was, be, been, had, have, has, does, do, and did

Modal auxiliaries:

may, might, must, ought to, shall, should, can, could, will, and would

A: Main differences between primary and modal auxiliary verbs:-

<table>
<thead>
<tr>
<th>Modal auxiliary</th>
<th>Primary auxiliary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-They can’t stand by themselves as the of a verb phrase.</td>
<td>They can stand by themselves as the head of a verb phrase, e.g. He is a student.</td>
</tr>
<tr>
<td>2-They have grammatical and lexical meaning. Make a contribution to the</td>
<td>They have only grammatical meaning, e.g. ‘Jack has talked to Jane’. This sentence</td>
</tr>
<tr>
<td>meaning of the main verb, e.g. obligation or necessity: ‘Jack should talk to</td>
<td>indicates the tense (grammatical meaning) only.</td>
</tr>
<tr>
<td>Jane every day’. This sentence is indicating the opinion of the speaker,</td>
<td></td>
</tr>
<tr>
<td>3-They are always placed at the beginning of the verb phrase, and always</td>
<td>They are always placed after modal verb (if any) and not always followed by a</td>
</tr>
<tr>
<td>followed by a bare form (infinitive verb without to) e.g. Jack must tell Dick</td>
<td>a bare form verb, e.g. Jane should be here by now.</td>
</tr>
<tr>
<td>the truth.</td>
<td></td>
</tr>
</tbody>
</table>
Activity A: Primary Auxiliary verbs:

Choose the auxiliary verbs to complete the sentences:

1- We… done it yet.
   a- don’t  b- didn’t  c- hasn’t  d- haven’t

2- …..you think they are coming tonight.
   a- Do  b- Does  c- Did  d- Have

3- ………you see them yesterday?
   a- Do  b- Did  c- Have  d- has

4- ………you for a walk this afternoon?
   a- Are  b- Have  c- Do  d- Did

5- How long……….it take to get home?
   a- does  b- is  c- do  d- has

6- It was horrible. I really……….like it.
   a- don’t  b- has  c- didn’t  d- hasn’t

7- ………..you enjoy your meal?
   a- Do  b- Are  b- Has  d- Have

8- ………everybody going to be there?
   a- Is  b- Are  c- Do  d- Did

9- I……….finished.
   a- didn’t  b- haven’t  c- hasn’t  d- don’t

10- I ……… Had time to do it yet.
    a- didn’t  b- haven’t  c- hasn’t  d- don’t

Activity B: Modal auxiliary verbs:

Select the modal auxiliary verb that would correctly complete the sentence:

1- You seem to be having trouble there. ……….. I help you?
   a- Would  b- Will  c- shall  d- should

2- I don’t have enough money to buy lunch. ……… you lend me some?
   a- May  b- could  c- Shall  d- Should
3- It a way of wasting my bed time and I am really tiered. I ………… go to bed.
   a- should       b- ought       c- would       d- could

4- He ……… have committed the crime. He wasn’t even in the city that night.
   a- might       b- shouldn’t    c- couldn’t    d- wouldn’t

5- John is over two hours late already. He ……… missed the bus again.
   a- might       b- has          c- couldn’t    d- wouldn’t

6- I’m really quite lost. ……… showing how to get out there?
   a- Would you mind   b- would you be   c- must you be   d- might you be

7- The bus is usually on time. It ……… to be here anytime now.
   a- might       b- has          c- ought       d- will

8- It’s the law. They ……… have blood test before they get married.
   a- might       b- could        c- have to     d- may

9- Teacher, we have finished our work for today. ……… we leave now please?
   a- May          b- Can         c- Must       d- Will

10- They will come tomorrow…?
    a- will they?   b- they will   c- wont they   d- they wont

11- He can’t tell me the truth…?
    a- can he       b- he can’t    c- can’t he    d- he can’t

12- The flight wouldn’t be delayed…………?
    a- would it be   b- it would be  c- wouldn’t it be  d- it wouldn’t be

**Activity C: Drilling and matching:**

**A: drilling auxiliary verbs in questions, short answers, negatives and tags.**

For example:

T: I have a new car                        S: Haven't you?
S: you like fish …..                     S: Don’t you?

**B: Matching**
The objective is to practise the correct use of auxiliary verb in wh-questions.

**Preparations:**

1- To copy and cut up one set of ‘Wh-question’ cards and one set of auxiliary verb cards for each pair of students.

2- To keep each set in a separate pile or envelope.

Presentation: To demonstrate the activity with one group while the others look on, e.g.

Teacher; (points to player one in the pairs) take one card from wh-question pile. Put it face up on the desk. Look to the gab. What word is missing? Can you find it?

Player two: (spreads out the auxiliary verb cards.)

Then the two students work in pairs to find the missing auxiliary, put it in the gap in the question card, one of them read the question loudly.
Teacher :( to class); Is it right? If it is not right, the teacher helps the students to find the right card. Then the students (individually) have to write their personal answers to the questions they have completed. The first pairs who show the teacher their correct questions and answers are the winners.

Examples:-

<table>
<thead>
<tr>
<th>Question cards</th>
<th>Auxiliary cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- How ……. I help you?</td>
<td>can</td>
</tr>
<tr>
<td>2- How long…….. you stay there?</td>
<td>do</td>
</tr>
<tr>
<td>3- When ……. he visit his aunt last time?</td>
<td>did</td>
</tr>
<tr>
<td>4- Who ……. you?</td>
<td>are</td>
</tr>
<tr>
<td>5- Whose ………..that house?</td>
<td>is</td>
</tr>
<tr>
<td>6- Which …………. she prefer, coffee or tea?</td>
<td>does</td>
</tr>
<tr>
<td>7- Why………. you taken my book?</td>
<td>have</td>
</tr>
<tr>
<td>8- Where……..Ali been?</td>
<td>has</td>
</tr>
<tr>
<td>9- What work…. Jack and Peter do?</td>
<td>will</td>
</tr>
</tbody>
</table>