Investigating Problems Encountered by EFL Learners in Recognizing and Pronouncing Vowel Sounds

(Case study of the 3rd Years Students at the college)

تقصي المشكلات التي تواجه طلاب اللغة الإنجليزية لغة أجنبية في نطق وتمييز الأصوات اللينة

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Dedication

I dedicate his work to:

My family

My friends

Acknowledgements

ABSTRACT

This study aims at investigating the difficulties encountered by EFL learners in producing English vowel sounds. The research used two tools for data collection, a questionnaire administrated for a number of 20 university teachers and a test administrated for number 50 students from Sudan University of Science and Technology 3rd year students at SUST The results of this study revealed that, there are some difficulties which encounter learners in pronouncing English vowel sounds, because they have more than one way of pronouncing them as well as the mother tongue interference, and the differences in the sounds system. The researcher recommends that special attention should be paid to the use the audio and audiovisual aid, especially language laboratories, will help in solving the difficulties encountered by the learners in pronouncing vowel sounds.

المستخلص

تهدف هذه الدراسة إلى تقصي مشكلات نطق الأصوات اللينة التي يواجهها دارسي اللغة الإنجليزية الذين يدرسون اللغة الأنجليزية أجنبية . إستخدم الباحث أداتين لإثبات فرضيات الدراسة ، هما إستبانة لأساتذة اللغة الأنجليزية بجامعة السودان للعلوم والتكنولوجيا ، إختيار الطلاب في قسم اللغة الأنجليزية بكلية اللغات في الجامعة نفسها للتحقق من بعض المشكلات التي يواجهها الطلاب في نطق الحروف اللينة (العلة) وتقديم الحلول المناسبة لتلك الصعوبات . خلصت الدراسة إلى أن هنالك صعوبات يواجهها الطلاب في نطق الحروف اللينة (العلة) وهي أن بعض الأحرف اللينة تشتمل على أكثر من طريقة للنطق ، التداخل اللغوي والإختلاف في نظام الأصوات ، يوصي الباحث بإستخدام الوسائل السمعية والبصرية خصوصاً معامل اللغات يرى الباحث أنها تساعد في حل الصعوبات التي يواجهها الطلاب في نطق أصوات العلة .

Table of contents

CHAPTER ONE

INTRODUCTION

1.0 Overview:

Today English language is an international language and it used all over the world. English language remains the most important language among other languages of the world. There are a lot of people all over the world who have strong desire to learn and speak English. Every student dreams to learn and having a native speaker pronunciation. But there are many barriers that hinder them to speak with good pronunciation.

Every English language needs fours skills including reading and writing the researcher is going to write about the difficulties facing university student which has relation with four skills.

This research is aimed to help teachers make their students improve their way of speaking English not only special pronunciation lessons but at also in their general language classes.

The emphasis on language learning has changed to give speaker English the same importance as matter English.

This research is also designed to encounter those teachers who have little heretical knowledge of English phonology.

In any language teachers identity a small number of regularly used sound (vowels and consonant) that will call phones.

For example , the vowels in the word (pin) any consonant at the beginning of the words (pet) and (bet). Because of the notoriously confusing nature of English spelling, it is part curly important to learn to think of English pronunciation in form of phones, rather than letters of the alphabet.

So pronunciation symbols help students in writing and speaking and make then clear and easy.

1.1 Statement of the problems:

Pronunciation has received little attention from some researchers and teachers as they believe that pronunciation is fossilized at a certain stage and it is not worth teaching morally, 1994, among (1993) – so that the researcher is going to focus on pronunciation problems particularly vowel letters , among university students , that some vowel letters have more than one way of pronunciation , for examples , the vowel letter (a) in words (mats) and (mate).

This research is an attempt to investigate, these have ben generally observed to achieve limited success in mastering the sounds of foreign language. This has in most cases been reflected in the various aspect of misunderstanding well as miss communicative.

The researcher noticed that some students at SUST have some problems in pronunciation of some English sounds , for instance , the confuse the contrast sound.

e.g then are some words now the students pronounce them next to each word (document , document , performance) p3:FO : morns.) so in the first word they used (/u/ instead of /ju/ and in word performance they pronounced it with long sound/3: instead of short one . /6/ so we find that they face different pronunciation of each vowel.

1.2 The questions of the research:

This study addresses the following question:

1- What are the causes of difficulties to pronounce vowel letters for (learners)?

2- To what extent does the knowledge of correct pronunciation is important for learners?

3- What are the suitable ways that can help learners to improve their pronunciation?

1.3 Hypotheses of the research:

1. The students of English language have difficulties in pronouncing vowel letters (a, e, i o, u) because they are inconsistent.

2- Knowledge of pronouncing vowel sounds is important for learners.

3- There are suitable ways that can help learners to improve their pronunciation.

1.4 The objectives of the research:

1- Identify the errors of pronouncing vowel letters among SUST students and major causes then find suitable solutions.

2- To explain how English is pronounced for people who learn English.

3- To know about available sources of English pronunciation and benefit from them.

4- To draw special attention to the significance of English pronunciation.

1.5 Significance of the research:

Pronunciation leads the students how to pronounce words clearly and correctly. Also help the learners to recognize syllable and stress of the sounds.

The significance of this study is to explain how to gain a good reading and writing by using transcription to keep them clear and precise. Also the significance of this research is present general information about speech sounds.

Theory and using it in language, this theoretical context is called phonetics and phonology.

1.6 Methodology of the research:

In order to test the assumptions of this study, to achieve its objectives and answer its questions, the researcher adopted a practical, experimental and analytical approach to data collection (designed a questionnaire for teachers).

1.7 The limitation of the research:

This study will be conduct at Sudan University of Science and Technology, faculty of Languages, English department third year an academic 2017-2018.

CHAPTER TWO

LITRATURE RIVIEW AND PREVIOUS STUDIES

2-0 Introduction:

This chapter consists of two parts: Theoretical framework and precious studies. The first part presents the definitions of pronunciation.

Pronunciation of English language vowel sound, the place of pronunciation in linguistic information needed for pronunciation. Sources of pronunciation concepts of learning pronunciation factors affecting the learning of pronunciation. Within the second part, the researcher tries to show some relevant previous studies which were carried out by some researchers.

2-1 Definition of pronunciation:

In spite of the fact that the concept of pronunciation is not a recent one, it is not an easy task to give a specific definition of the term pronunciation. This is why linguists describe or define pronunciation in various ways depending on different but more interdependent backgrounds as far as their linguistic beliefs could help.

Accordingly, as factor m Bever and Garrct (1974:434) postulate , practically must be considered speculative, even by the standard current in psycholinguists. In this way , this assumption draws attention to the importance of being well aware of the nature of relationships that hold between the linguistic and the psychological limitations involved in sound production as well as the other fields of knowledge in relation, their production.

In short such distinction facilies learning pronunciation. Another procedure for studying sounds is produced by lade forged (1989: 3)who describes the method of carrying out the study of sound as through the establishment of a set of rules that describes the set of change that place within these sounds when they occur un relationship with other sound in connected speech.

In this case prescriptive methods also are likely to help in studying sound rather than only adopting descriptive methods. Philologists need to prescribe rules, which can be following in pronunciation.

This is due to the fact that speech sounds usually lose their basic articulator characteristics when they appear in the surrounding environment of other neighboring sounds. In this situation phonetics alone seem less helpful, support is needed from phonology to reveal the ambiguity encountered. Their shared goal is to serve pronunciation in spite of the fact that morphology may participate in a way or another.

 On the views of theoretical ties between phonetics, phonology and pronunciation, it is clear that these disciplines share same sounds, but with variable emphasis.

Actually there are no separate barriers or boundaries within these interdependent concepts since they operate in a complementary way. Thus pierrehumbert (1990: 375) regards an adequate phonological theory as the one which cannot be developed without reference to phonetics, that likewise , an adequate theory of phonetics cannot be developed without reference to phonology, because in the absence of phonological considerations, phonetics models, noises and gestures to which no meaning or categorical structure can be assigned. That is a theory encompassing both domains in very necessary for example, to

understand language acquisition , language processing and language change. In a more precise way, Bowen and Marks (1992: 720) regard phonetics as including or implying phonology by viewing phonetics as study of all human speech sounds while phonology is the study of the sounds system of a given language including it is sounds, stress patterns and intonation features. In other words, in almost any phonetics, work, phonological assumptions have either explicitly guide the construction of the task involved . Similar phonological categories are found in our articulator capability and it is phonological behavior deeply reflects the phonetic nature. Actually such categories function to examine the various ways which show how sounds but together , organized, produced, described, analyzed and compared or contrasted .

The most comprehensive accounts provided by wells and Colson (1994: 80) who relate pronunciation to phonetics and phonology in the sense that phonetics is the study and description of pronunciation. It is concerned with that pronounce and how we pronounce it. That is pronunciation is merely sound production, then phonetics is responsible for explaining how this task is executed while phonology often suggests criteria which organize such execution.

In this way , production does not occur randomly , it follow some systematic norms delivery. At one level, the functioning member of this order is phonetics, which often states the actual manner and place of sound articulation by indicating that particular speech organs involved. At another level, the most active partner is phonology, which always runs after determining the set of principles underling sound production in some district way.

To conclude , in spite of the superficially variable view on the precise nature of the relationship that often holds between phonetics , phonology and pronunciation, the apparent fact is that none of these integrated disciplines can well discussed in complete isolation? That is , if the while different physical properties of sound are phonetically established, and their typical set of underlying principles are phonetically conditioned then systematic task of speech sound production is that actual result of completely interdependent process.

2-2 The Productions of Speech Sounds:

2-2-1 Articulators above the Larynx:

The researcher is going to explain speech organ positions or breathe control. Teachers must understand the physical aspects of sound production.

The researcher says speech is modified breathing. That is, the basic of human sound in all its variety is the air stream that goes through our vocal tract or from our lungs.

The most important modification of air stream occurs in the larynx, a famous linguist Roach (2009: 19) says all the sounds we make when speak are the result of muscles contracting.

The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from chest to the month. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large arid complex set of muscles that can produce changes in the shape of vocal

tract, and in order to learn how the sounds of speech are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators, and the study of them is called articulator phonetics.

The tongue is , of course , a very important articulator and it can be moved into many different places and different shapes.

The lips are important in speech. They can be pressed together (when produce the sounds p,b) brought into contact with the teeth (as in f v) or a rounded to produce the lips shape for vowels like /ʊ:/ sounds in which the lips are in contract with each other are called bilabial, which those with lip to teeth contact are called labiodentals.

2-2-2 Vowel and Consonant:

The words vowel and consonants are very familiar ones, but when we study the sounds of speech scientifically, we find that it is not easy to define exactly what they mean.

Roach (2009:21) says the most common view is that vowels are sound in which there is no obstruction to the flow of air as it passes from the larynx to the lips. A doctor who wants to look at the back of the a patients mouth often ask them to say "ah" making this vowel sound is the way of presenting an unobstructed view. But if we make a sound like (s or d) it can be clearly felt that we are making it difficult or impossible for the air to pass through the mouth. Most people would have no doubt that sound like (s/and/d) should be called consonants. However, there are many cases where the decision is not easy to make. One problem is that some English sounds that we think of as consonants, such as the sounds at the beginning of the words " hay and way" do not really obstruct the flow of the air more them some vowels do. Another problem is that different

languages have different ways of dividing their sound into vowels and consonants; for example , the usual sound produced at the beginning of the word "red" is felt to be a consonant by most English speakers, but in some other languages (some dialects of chine's, for example) the same sound is treated as one of the vowels.

Roach (2009:21) says: if we say that the difference between vowels and consonants is a difference in the way that they are produced, there will inevitably be some cases of uncertainty or disagreement;   this is a problem that cannot be avoided. It is possible to establish two distinct groups of sounds (vowels and consonants) in other way, consider English words beginning with sound /h/: what sounds can come next after this /h/? .

We find that most of the sounds we normally think of as vowels can follow (for example: in the word " hen"). But practically none of the sound we class as consonant .

We begin the study of English sound in this research by looking at vowels and it is necessary to say something about them, in general before turning to vowels of English .

Roach (2009:22) says: we need to know in what ways vowels differ from each other.

The first matter to consider is the shape and position of the tongue. It is usually to simplify the very complex possibilities by describing just two things :   firstly, the vertical distance between the upper surface of the tongue on the palate and secondly , the part of the tongue, between front and back, which is raised highest. **Let us look at some examples**:

i)   Make a vowel like the /i:/in the English word "see" and look in a mirror ; if you tile your head back slightly you will be able to see that the tongue is held up close to the roof of the mouth. Now make an vowel (as in the word " cat") and notice how the distance between the surface of the tongue and the roof of the mouth is now much greater.

The difference between /i:/ and /æ / is a difference of tongue height , and we would describe /i:/ as relatively close vowel and/ æ / as relatively open vowel.

ii)   In making the two vowels described above , it is the front part of tongue that is raised. We could therefore describe i: and æ as comparatively frond vowels. By changing the shape of the tongue we can produce vowels in which a different part of the tongue is the highest point.   A vowel in which the back of the tongue is the highest point is called a back vowel. If you make the vowel in the word :'ealm" which we write phonetically as a: , you can see this with æ æ in front of a mirror ; æ æ is a front vowel and a: is aback vowel.

The vowel in " too" (v:) is also a comparatively back vowel, but compared with a:it is close.

So now we have seen how four vowels differ from each other; we can show this in a simple diagram.

	Front	Back
Close	I:	ʊ:
Open	æ	a:

Fig – No (2-1)

11

However, this diagram is rather inaccurate phoneticians heed a very accurate way of classifying vowels, and has developed a set of vowels, arranged in a close – open front – back diagram.
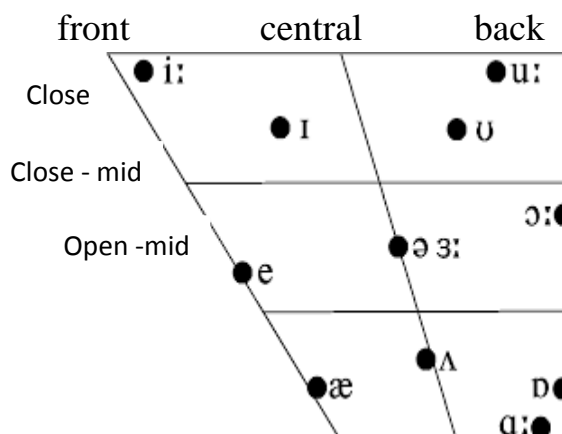
2-2-3 English Short Vowels:

The researcher explains English short vowels Roach (198:24-25) says English has a large number of vowel sounds; the first ones to be examined are short vowels. The symbols for these short vowels are (I – e. a,o,u). short vowels are only relatively short; as we shall see later , vowels can have quite different lengths in different contexts. Each vowel is described in relation to the cardinal vowels.

- /i/ (example : (pin , bit   , fish) the diagram shows that though this vowel is in the close front area, compared with cardinal vowel no (i) it is more open, and

  hearer in to the centre. The lips are slightly spread.
- /e/(example words: (bet   , men , yes)

  This is a frond vowel between cardinal vowel no 2

  (e) and no 3(ε) the lips are slightly spreed.

- æ (example words: bat , man , gas) this is a central vowel and the diagram shows that it is more open than the open mid tongue height. The lips position is neutral.

12

- 𝒟 (example words: (pot   , gone   , cross)

This vowel is not quite fully back, and between open − mid and open in tongue height. The lips are slightly rounded.

- ∪ (example words : (put , pull , push) The nearest cardinal vowel is no 8(∪) , but it can be seen that   ∪   is more open and hearer to central. The lips are rounded.

There is   no other short vowel, for which the symbol is δ this central vowel which is called schwa is a very familiar sound in English : it is heard in the first syllable of the words " about , oppose , perhaps" for example singe it is different from other vowel in several important ways in chapter (9) Roach (2009 :83).

2-2-4 Long Vowels Diphthongs and Triphthongs:

2-2-4-1 English long vowels:

The first to be introduce here are the five long vowels which lead to be longer than the short vowels in similar contact. It is necessary to say in "similar context" because , as we shall see later, the length of all English vowel sounds varies very much according to their context (such as the type of sound that follows them) and presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made on two dots : . thus we have : i:, 3:,a:,ɔ ː ,∪: . we will now look at each of these long vowels individing . Roach (2009 :27).

You many have noticed that these five long vowels are different from the six short vowels , not only in length out also in quality. If we compare some similar pair of long and short vowels e.g /I/with

/i:/ or /u/with /U:/or / æ/ with /a:/ , we can see distinct differences in tongue shape and position , and lips position) as well as in length.

For this reasons, all the long vowels has symbols which are different from those of short vowels; you can see that the long and short vowel symbols would still all be different from each other, even if we omitted the length mark, so it is important to remember that the length mark is used not because it is essential, but because it helps learner to remember the length differences Roach (2009 :27).

/i:/ (example words (beat , mean , peace) this vowels is nearer to cardinal no I (i) (that is more close and front) than the short vowel of (bid , pin , and fish).

Although the tongue shape is not much different from cardinal vowel no I the lips are only slightly spread and this result in a rather different vowel quality.

/3:/ (example words (bird , fern , purse) this is a central vowel which is well- known in most English accent as a hesitation sound (written "er") but which many learners find different to copy. The lip position is neutral /a:/ example word " card" , half , pass" this is an open vowel in the region of cardinal vowel no 5 /a:/ but not as back as this . the lip position is neutral / ɔ : / example words (board , torn , horse) the tongue height for this vowel is between cardinal vowel no æ/ɔ : / and no 7 /o/ , and closer to the latter. This vowel is almost fully back and has quit strong lip – rounding U:/ example word " food , " soon , loose" the nearest cardinal vowel to this is no(u) but it is much less back and less close while the lips are only moderately rounded.

2-2-4-2 Diphthongs :

A diphthong is a combination of two vowel sounds with one syllable. It starts at one vowel and glides in the direction of another with no break at all in between. The main prominence is always on the first element being only lightly sounded. In terms of length , diphthongs are like the long vowel. The total number of diphthongs is eight.

Roach (2009 :28 -29) says BBC pronunciation has large number of diphthongs sound which consist of movement or glide from one vowel to another. A vowel which constant and does not glide is called pine vowel. In terms of length , diphthongs are described above. perhaps the most important things to remember about all the diphthongs is that the first part is much longer and stronger than the second.
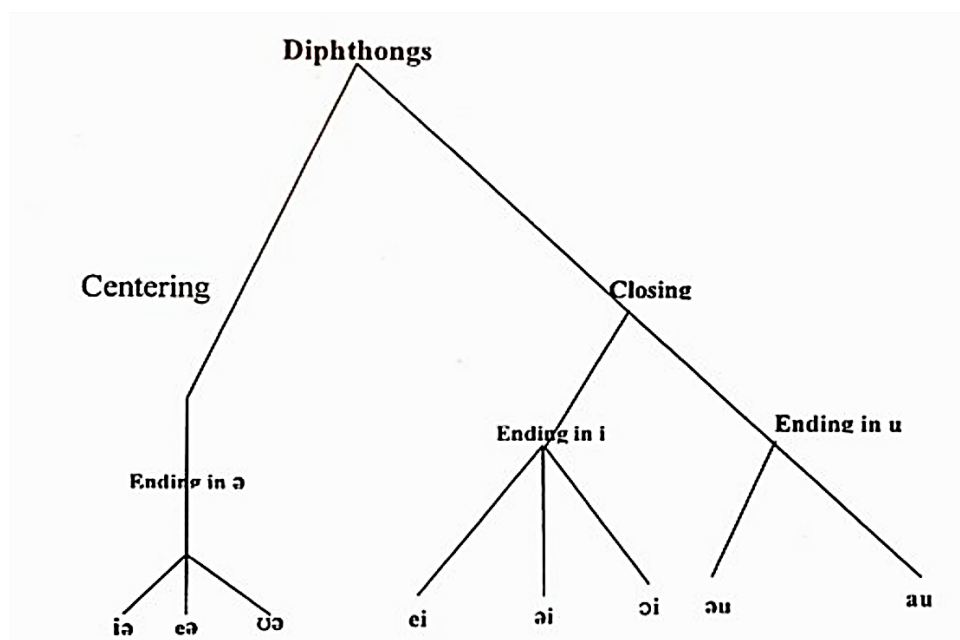
The centering diphthongs glide towards the ə (schwa) vowel, as the symbols indicate.

/iə/ (example words: 'beard', 'weird', fierce).

The starting point is a little closer than (i) in bit, bin.

/eə/ (example words: 'aired, cairn, scarce).

This diphthong begins with the same vowel sound as the /eə/ of get, men.

/uə/ (example words: 'moored', 'tour'). For speakers who have this diphthong, this a starting point slightly closer than u in 'put', 'pull': Many speakers pronounce D: instead.

The closing diphthongs have the characteristic that they all end with glide towards a closer vowel, because the second part of diphthong is weak; they often do not reach a position that could be called close.

The important thing is that a glide from a relatively more open towards a relatively more close vowel is produced.

Three of the diphthongs glide towards /I/, as described below:

/ei/ (example words: 'paid', 'pain', 'face').

The starting point is the same as the /e/ of 'get', 'men'.

/ai/ (example words: 'tide', 'time', 'nice').

This diphthong begins with an open vowel, which is between front and back; it is quite similar to the ʌ of the words 'cut', 'bun'.

/ɔi/ (example words: 'void', 'lion', 'voice').

The first part of this diphthong has the same quality as /ɔi/ in 'aught', 'born'.

Two diphthongs glide towards u, so that as the tongue moves closer to the roof of the mouth, there is, at the same time, a rounding movement of the

lips. This movement is not a large one, again because the second part of the diphthong is weak.

/ʊə/ (example words: 'load', 'home', 'most').

The vowel position for the beginning of this is the same as for the "schwa" vowel ə as found in the first syllable of the words 'about'. The lips may be slightly rounded in anticipation of the glide towards /ʊ/, for which there is quite noticeable lip rounding.

/aʊ/ (example words: 'loud', 'grown', 'house').

This diphthong begins with a vowel similar to ɑ:.

Since this is an open vowel glide to ʊ world necessitate a large movement. Usually in English, the glide towards ʊ begins, but is not complete, the end of the diphthong being somewhere between close-mid and open-mid in tongue height. There is only slight lip rounding.

2.2.4.3 Diphthongs

Roach (2009: 29-30) says: The most complex English sounds of the vowel type are triphthongs. They can be rather difficult to pronounce, and very difficult to recognize.

A triphthong is a glide from one vowel to another, and then to a third, all produced rapidly and without interruption. For example, a careful pronunciation of the words "hour" begins with a vowel quality, similar to /a:/, goes on to glide towards back close rounded area (for which we use the symbol /ʊ/), then ends with a mid-central vowel (schwa).

We use the symbols /aʊə/ to represent the pronunciation of "hour", but this not always an accurate representation of the pronunciation.

The principal cause of difficulty for the foreign learner is that in present day English the extent of the vowel movement is very small, except in very careful pronunciation. Because of this, the middle of the triphthong (that is the /I/ or /ʊ/ part) can hardly be heard, and the resulting sound is difficult to distinguish from some of the diphthongs and long vowels. To add to the difficulty, there is also the problem of weather; a diphthong is fall to contain one or two syllables. Words such as English speakers (with BBC) pronunciation) to consist of, only, one syllable, whereas player /pleiə/ or slower /sləʊə/ are more likely to be heard as two syllables.

We will not go through detailed description of each triphthong. This is, partly, because there is so much variations in the amount of vowel movement, according to how slow and careful the pronunciation is, and also because the "careful" pronunciation can found by looking at the description of the corresponding diphthong and adding /ə/ to the end. However, to help identify these triphthongs, some example words are given here:

/eiə/   'layer', 'player'

/aiə/   'liar', 'fire'

/ɔiə/   'loyal', 'royal'

/əʊə/   'lower', 'mower'

/aʊə/   'power', 'hour'

2.3 The place of pronunciation in linguistics

Pronunciation is subsumed under the most two interrelated disciplines in linguistics, i.e., phonetics and phonology. They deal with both sound production and sound structure on the one hand. Phonetics is concerned

with the physical reality of speech sounds. On the other hand phonology has to do with the apparently categorical representation of sound structure, which is manipulated in the mind in constructing the sounds of the words and sentences of language.

In this respect, Malmberg (1963: 2) states that phonetics comprises four branches:

1. **General phonetics**: The study of man's sound producing possibilities and functions of this speech mechanism.
2. **Descriptive phonetics**: The study of the phonetic peculiarities of a particular language or dialect.
3. **Evolutionary phonetics or historical phonetics**: The study of phonetic changes, undergone by a language in the course of its own history (evolutionary by phonetics may, also, have a general aspect in the sense that we can also have study the general factors determining phonetic changes determine "good" pronunciation of a language. It presupposes the existence of norm or standard of pronunciation valid within a linguistic group, country, province or cultural unit of social group.

According to this view point, pronunciation goes under the most interacting branches of general phonetics and descriptive phonetics. This is, also, valid when regarding good pronunciation as a main goal of nonnative phonetics in a more refine way. This indicates that the boundaries between phonetics and phonology are so marginal that they need not be distinguished.

However, Crystal (1971: 175) makes a distinction between phonetics and phonology; he proposes that phonology deals with sounds and contrast between the only within the context of the same language, where

phonetics, studies sounds without any specific reference to their function in a language's sound system.

In this way, Crystal suggests three branches of phonetic study:

1. **Articulatory phonetics:** The study of the production of speech sound in speaker's body through the organ of speech.
2. **Auditory phonetics:** The study of the perception of speech sounds by the listener through the perceptual system.
3. **Acoustic phonetics:** The study of the native of sound waves and how they are transported through the air sounds in laboratory.

The distinction made by Crystal is the crucial importance since it displays the overlapping areas between phenology and phonetics, which may be confused by foreign language learners. On the other hands, in in learning pronunciation we need to be aware of not only the ways in which sounds are produced, but the characteristics underline the production, in short such a distinction facilities learning pronunciation.

Another procedure for studying sounds is introduced by Ladefoged (1989: 3), who describes the method of carrying out the study of sound as through the establishment of a set of rules that describes the set of changes that take place within these sounds when they occur in relationship with other sound in connected speech.

To conclude, in spite of the superficially variable view on the precise nature of the relationship that often held between phonetics phonology and pronunciation the apparent fact is that none of these integrated disciplines can be well discussed complete isolation. That is if the whole different physical properties of sounds aplionetially established, and their typical set of underlying principles.

2.4 The linguistic Information Needed for Pronunciation:

In most cases, when sound production and sound structure are under consideration, linguistic are interested in determining the type and the nature of the information required in such field. They adopt some procedures, devices, tools and means for this purpose. That is special sets of concepts, belief and generalization to discuss issurs of pronunciation and its various aspects.

By segmental sounds, we means the individual unit of speech sounds systematically combined to form utterances. The actual development in this area starts with the concepts of the traditional phoneme and the various ways suggested in defining the phoneme.

The most prominent feature of these attempts is the confliction analysis that comes as a result of the different viewpoints regarding the phoneme notion.

In some recent development, the concepts of phoneme have been modified to the extent that its converses arrange of forms such as phones, phonemes, allophones, consonants, vowels and their relevant phonological features. This sort of development has given birth to the idea of representing speech and by some written practice symbols in a process known as transcription of the spoken of the language.

On the other hand supra segmental sounds are action used to refer to the phonological process of stress and intonation. In this case, the developments emphasize the role of sequence of utterance longer than one phoneme in speech production. That is aspects of voice changes that occur during speech are of crucial improved since they function in altering meaning in connected speech. Another significance is that individual sounds, most often, either lose or change their basic articulator

characteristics when they appear in the environments of each other in longer utterances.

2.4.1 The Traditional Phoneme:

Within the long history of linguistics in general, and phonology in particular, the term phoneme has developed at various stages. The most prominent feature is the concept of the traditional phoneme as well as the numerous attempts that have been made to reflect it in some more refined sophisticated views.

The main aim of these efforts is to establish practical basis for the study of pronunciation.

In this respect, Pike (1947: 24) emphasize the importance of the phoneme for various purposes since phoneme, usually, provides a technique for processing raw phonetic data of a language and discovering certain facts about the pertinent units of sound. The goals are for the outsides to arrive at analysis, which mirrors the most practical out working of the native speaker. One of these outworking of phonemics is the development of orthography.

In favor of defining the term phoneme or the interpretation of the concept of the phoneme. Fudge (1970: 76) regards linguistics with recently at least, as looking upon the phoneme as one of the basic unit of language.

In spite of this fact, most linguistic have not defined the phoneme in the same way. While some linguistic have described the phoneme in purely physical terms: others have preferred psychological definitions; some argued that grammatical considerations are irrelevant in phonological analysis; others have maintained that such considerations are essential.

This is why these linguists have, frequently, arrived at conflicting analysis of the same data.

Supporting this viewpoint, Roach (1991: 13) argues that one of the defects in the phoneme system of a language is the problem of the analysis of the phoneme. In an analysis, it is difficult to decide what the phonemes of language are because different writers produce different analysis of the phonemic system of a language. One example of this difference is the English affricates.

2.4.2 Segmental Sound:

Roach (1992: 102) regards the term segmental as has to do with the segment, the smallest phonetic unit having a well measurable duration in the time-course of an utterance. It is also difficult to identify separate sound unit (segments) that correspond to phonemes, since many of the articulatory movements that create sounds tend to be continuous rather than sharply switched.

As suggested by these views, the nature of the relationship that holds between phonemes and segments does not lead to compromise. The most modified and well justified is the one provided by O'Connor (1980: 1); because it successes in explaining the theoretical ties between phonemes and segments. This task has come as a result of the adoption of the term vowels and consonants in some reasonable way. This is, also, valid in dealing with some relevant concepts, such as phoneme and allophone as prominent figures in pronunciation.

2.4.3 Stress Patterns:

When we say that a certain syllable, word er utterance is stressed, we mean that in its production, it is uttered with great energy. The air from

the lungs is ejected with more effort, and the other parts of speech organs perform their actions with more vigor than for the unstressed one. The resultant performance is that the stressed utterance seems more louder than the other surrounding ones.

Such a phonological aspect is described in many ways on the basis of syllables type: Malmberg (1963: 30) proposes that in a spoken sentence, all syllables are never produced with the same intensity; some are weaker while others are stronger. The weaker syllables are ones unstressed, whereas the stronger syllables are those which are stressed. That is, stressed syllables appear stronger since their sounds are altered with greater force, and consequently, they are more sonorous than others as indicated by the variation of sounds intensity.

When contrasting English stress with the Arabic one, Smith and Bernard (1987: 44) state that Arabic is a stress-timed language, and word stress in particular, is regular and predicable. Therefore, Arabic speakers have problems in grasping the unpredictable nature of English word stress.

The idea is that word stress can alter meaning; e.g., the same word 'convict' by shifting stress, can be interpreted as both noun and verb.

2.4.4 Intonation Patterns:

As another component of the supra segmental sound intonation is described in many ways by those who are the interest of investigating its nature and purpose. They emphasize the role played by the verified intonation pattern sin reflecting linguistic aspects such as diversity of sentence function, as well as sentence meaning.

On the basis of sentence emphasis, Malmberg (1968: 28) regards intonation as the emphasis of certain parts of sentence, which is carried

out with the help of pitch variation. They physical counterpart of pitch is the fundamental frequency of the vocal cords.

When the speaker is involved, O'Connor (1980: 108) views intonation as the patterns of pitch on word groups, which give information about the speaker's feeling or intention during speech time. The rise and fall in the pitch of the voice often constitute the source of information obtained at the moment of speech.

As for the shades of meaning expressed implicitly by intonation, James and Cross (1971: 229) defines intonation as the musical sound of the language. The voice goes up and down in pitch, though not necessarily in volume. Through intonation, we express emotions, reaction and attitudes.

The same words can take different meaning depending on the tone of voice (hard, sweet, etc.).

Since the term intonation can have variable interpretation, Roach (1992: 88) describes it as the use of pitch of the voice to carry linguistic information has two rather different meanings:

1. In a restricted sense, the variation in the pitch of the speaker's voice used to convey or alter meaning.
2. In a broader and more popular sense equivalent to prosody, where variation in things such as voice quality, tempo and loudness are included.

2.4.5 Accounts in Pronunciation

Generally speaking, the term accent is used by scholars to cover some of the concepts applied in the study of pronunciation. In this sense, accent may mean different things to different people under various conditions. In its more restrict sense, the term accents often refers to the variable ways

of how people speak a language. It has to do with the relative differences in the norms of pronunciation or the diversity within the same phonological system.

In this respect, Rost (1990: 55) states the ways in which accents may vary under three conditions. One way that accent differs is the environments in which certain phonemes do or do not occur. This may be considered from the aspect of phonetic distribution of phonemes or from the aspect of the phonological structures (e.g., syllable types) that are permissible. Accent also differ in the number of and identify of the phonemes that are used. For example, most accents of English have two distinct close, back vowels to distinguish between "look" and "luke" in some dialects.

However, there is only one single phenomenon in this area. Accent also differ in prosodic features of particular importance in this respects; syllabification, segment duration, pause and stress. These features together constitute what is often considered to be the rhythm of the accent.

Among these variable accents, the most prominent one is introduced in the work of Roach (1992: 89). This is Received Pronunciation, which is the accent of British English usually associated with Standard English. It has been chosen for many reasons and purposes. The most important ones are teaching and description. It has the widest spread in spite of the fact that it is spoken by a small minority of the population. It is the medium of instruction in educational fields. The (BBC) pronunciation is another British Broadcast Corporation (B.B.C).

This accent survives as the model accent for various reasons, some of which is that it is widely used in prestige broadcasting, such as news reading. It has become accepted as a common currency – an accent that

(its claimed) everyone in Britain knows and understands. This is also true for previous British colonies, where English is learned, taught or used for other educational and commercial purposes.

Differences of vowel sounds pronunciation between British and American English change of the Diphthong /əʊ/ to /oʊ/

The shift from the British diphthong /əʊ/ to /oʊ/ is also very distinguishing. The shift consisted in change of the mid central unrounded vowel /ə/ to the close mid back rounded vowel /o/ in the first vowel of the diphthong. This shift is considered to be systematic.

In table examples of this shift are shown:

Word	RP	GA
go	gəʊ	goʊ

Table I: change of diphthong /əʊ/ to /oʊ/

3.2 Change of vowel /o/

The letter o is pronounced in many different ways in English. Here, we have a few illustrative examples of such diversity: Hot/hot in RP, but /ha:t/ in GA; change of vowel /o/ to /o:/ in the area of eastern New England, such as the Boston accent, and New York city. This change did not take place. But took place of two phonological phenomena, namely, the father, brother, merger, etc. changes to /oʊ/ and /a/, for example homosexual change from /jʊ:/ to /ʊ:/, and /I/ and /ɑi/, for example: advertisement.

The source of diversity suggested by the notion of prestigious pronunciation adopted by speakers of English in Britain and American adds more burdens to the learning of pronunciation.

2.4.6 Speech Sounds Transcription

The written form of a language has a considerable role to play in leaning its pronunciation, but learners to have some knowledge to use in learning to pronounce the written words, phrases and sentences.

This situation requires the adoption of a means to represent speech sounds by some written shapes. The most commonly used way is speech sounds transcription, where some written graphic symbol, stand for speech sounds.

In this way, Elson (1985: 49) views transcription as the use of International Phonetic Association (IPA) symbols to write the spoken language. This technique, usually, existing in English monolingual book dictionaries for native speakers is gaining ground in Britain and in the EFL world the use of the phonetic symbols has long been accepted.

In present day usage, Roach (1992: 115) describes transcription as referring to the process of writing down spoken utterances using a suitable set of symbol in its original meaning; the term implies converting from one representation to another, e.g., written text into phonetic symbols.

This concept suggests that there are many different types of transcription; the most fundamental division, which can be made, is between phonemic and phonetic learning pronunciation. As a complementary means, the print medias in all form of written materials have something to do with pronunciation. The role of the dictionary is primary one in providing with

the spoken form in some written graphic symbols of transcription. All these means may be used as facilitating devices within the teaching and learning process; at the same time they can be adopted when autonomic learning is under consideration.

On the basis of some modern psychological and conceptual terms, Steinberg (1993: 16) views pronunciation as the representation of the psychological (non-physical) level of the phonetic structure. It consists of direct speech sounds and prosodic features (pitch, stress, etc.). on the bases of the phonetic structure, the movements of the articulators of speech (tongue, lips, vocal cords) are controlled so as to provide physical speech, which appears in the environment as the acoustic signal.

2.5.1 Teaching of Pronunciation

When considering the process of foreign language teaching in general, and the reaching of pronunciation in particular, we are actually accounting for the ways or methods adopted in this process.

That is, the change of aims always indicates a change in the means or ways of their achievement. The sense of dominant consistency never exists regarding teaching methods since they undergo continuous ranges of development.

In this respect, Bro (1994: 285) describes the views, teaching pronunciation as have changed dramatically over the last half century of audio lingual and it variant behaviorist methodological variants. The pronunciation component of course or program was a mainstay.

Language was viewed as a hierarchy of related structure and at the base of this hierarchy was the articulation of phonemes and their contrasts within English and between English and native language.

Pronunciation classes consisted of imitation drills, memorization of patterns, initial pair exercise, and explanation of articulatory phonetics.

By the mid-1980s, the cutting edge of the profession turned in a different direction, with greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish. It became clear that pronunciation was a key to gaining full communicative competence. At this point, Levick (1982: 50) reflects on the importance of pronunciation teaching in the sense at the most fundamental thing you teach in a foreign language course is its.

When you do so, you are helping students to build up in their brains a very special self-set of models, which are the composites of the audible portion of many memory images. For learners, these models are their only portable record of what the vowels, consonants, melodies and rhythm of the new language ought to sound like.

But the current approach to pronunciation teaching starting contrasts with early approaches, rather than attempting only to build a learners articulatory, simply as the mastery of a list of phonemes and allophones a top-down approach, is taken in which the most relevant feature of pronunciation – stress, rhythm and intonation are given high priority. Instead of reaching only role of articulation within words or all best, phrases, we teach its role in whole stream of discourse.

Byram (2000: 488) states the aims of pronunciation teaching as to lead students to be able to achieve meaning in contexts of language use through the production and perception of the sound patterns of the target language. These compromise segmental or individual sounds – stressed and unstressed syllables and speech melody intonation.

Other factors, such as voice quality, speech rate and overall loudness, also, influence the realization of these sound patterns.

However, the aim of pronunciation teaching in the one that ranges from conscious analysis and practice of specific sounds to holistic approaches, allowing learners to acquire sounds by use.

2.5.2 Learning of Pronunciation

2.5.2.1 Concept of Learning Pronunciation

Actually, the theoretical boundaries between teaching and learning are too weak to the text to the extent that learning is often implied whenever teaching is mentioned. But this work, for particular research purpose, some sort of distinction is only drawn to reflect learning pronunciation as a basic, but mostly an independent source of correct pronunciation. This is due to the fact that learning sounds may occur when autonomous learning is under consideration. In this sense, the concept of learning pronunciation has been viewed by many scholars, depending in most cases on psychological basis, since they constitute the essentials of language learning.

Findlay (1932: 12) views language learning psychologically as language training.

It is an imitative task, in which the learner has to copy the behavior of the native by conscious attention practicing again, and establishing multitude of new habits, all of them contrary to the stream of the learner's own vernacular habits.

Carrot and Span (1959: 72) identify the characteristics of language learning as including three features:

1. The ability to pay attention to, and discriminate, the speech sounds of language, i.e., a phonetic coding ability.
2. The ability to relate speech sounds to some graphic representation, in other words the ability to establish sound-symbol relationship.
3. The ability to pay attention to the formal characteristics of language that is the grammatical sensitivity.

Palmer (1964: 54) views language learning like all other arts, as contrasted with science, as a habit forming process.

Understanding the structure of a language is attained by treating the subject as a science by studying the theory, but proficiency in the use of language can only come as a result of perfectly formed habit.

In some recent developments, O'Conner (1980: 3) states that the main problem of learning English pronunciation is to build a new set of boxes or certain number of sounds corresponding to the sounds of English, and to break down the arrangement of boxes, which the habits of the native language have so strongly built up.

We do this by establishing new ways of hearing new ways of using our speech organs and new speech habits.

Kenworthy (1987: 43) distinguishes two levels of more crucial importance in the learning of sounds, which is not just matter of mastering the phonemes of the second language and their well predictable variants. At one level, learning pronunciation is learning the rules of the pronunciation for the language, such as those of forming sound syllables. At another level, it is learning precise control over voice onset time, that is, the moment at which the air stream is held and released respectively as sound one produced.

Flynn and O'nel (1988: 36) argue that when considering the adult learner, it is obvious that the learning of the sounds of a foreign language involves an individual who has reached steady status in terms of the development of the sound system of his mother tongue.

This means that unlike first language learner, the adult learner of the foreign language already knows a particular set of sound units, beside he has reached maturity, in terms of overall cognitive development. Therefore, these differences alone suggest that the learning O, the sound system of a target language may, in fact, be distinct from the acquisition of the mother tongue.

The difficulties encountered by adult in learning pronunciation might follow from differences and 5 linil afltes in properties of native and foreign grammar or precisely, in the nature of the relationship of correspondence between the two grammars 4 and that they do not follow from deficits that hold in other domains of cognition.

With reference to the notions that see learning pronunciation as, in some sense establishing of new speech habits, controlling voice onset time and the fact that these activities vary with respect to first language acquisition, it is obvious that after puberty, the ability for self-organizing and adjustment to the physical demands of verbal behavior quickly declines.

Generally speaking, with regard to the variable psychological views involved in describing language learning as actually the leaning of pronunciation, many evident facts show that most of the activities required in sound production are determined by the learner's both mental and muscular behviour. As in this case study (the case of (SUST) Students), the majority of learners are adults whose learning situation is

dominated by similar psychological consideration. That is, there is some sort of decline in the role of the speech organs to produce new speech sound in a target language on the account of the already possessed set of strongly fed set of sounds of the native language. Therefore, in this case, the learning of pronunciation may stand as the ability to establish some more refine verbal behaviors. Their resultant speech sounds are determined by the extent to which the learner succeeds in escaping the vital order of the formal sound system's construction.

To sum up, the learning of sound production, as a source of correct pronunciation7 ranges from the unconscious development of replacing the phonemes of the first language by others of the target language to the conscious cognitive adoption of grammatical rules that indicate the various ways of speech sounds interaction. This learning process needs explanations, justifications, and descriptions from other relevant fields, such as a psychology. in this way, psychological detailed accounts function to show, in some precise way, the actual mental, muscular and Cognitive efforts, integrating in handling the issue of utterances articulation The task is completed by seeking evidence that may guide the process when adult learners are under certain consideration since there are obvious aspects of diversity in learning pronunciation as between mature learners and the less aged ones.

2.5.3 Means of Learning Pronunciation

Within the general framework of teaching and learning pronunciation some means or devices function to provide learners with model of correct pronunciation nature of the teaching or learning materials used usually determines the means which suits that situation. That is, the sort of means adopted in the sound production often

influences the mastery of the sound system of a language. This is why there are variable degrees of perfection in the speech sounds produced by learners. The most commonly known means of handling speech sounds are listening, non-print media and the print media.

2.5.3.1 Listening

As a natural skill of sound perception, listening constitutes the basic means required for the purpose of leaning pronunciation. Investigations in auditory phonetics show that learners often receive, realize or recognize and clearly interpreter speech sounds by means of a sequence of listening activities. Thus, by allowing sounds to transpierce through the auditory organs, listening actually includes some sort of systematic norms of matching speech sounds or phones to individual phonemes, syllables and longer utterances. By so doing listening often paves the way for achieving perfect sound production.

Rost, (1990: 37) describes phonemic segments as the smallest units of speech that can be reliably identified by hearers of a language. However, in decoding connected speech, matching sounds to individual phonemes is inadequate since the individual phonemes composing an utterance are not easily insoluble; their phonemic features overlap and retransmitted in parallel. Sounds within the same utterance are colored by effects of co-articulation with other sounds; this is particularly so for immediately juxtaposed sounds. Therefore, listeners who anticipate hearing ideal pronuncjj0 of words will have considerable difficulty in decoding, connected Speech Since nearly all-basic phonemes change their perceptual features in different Phonetic environments As such, any ideal phoneme is an unrealistic standard against Which to match heard forms.

2.5.3.2 The Non-Print Media

n some recent developments, means of learning pronunciation appears more efficient, influential and valuable when sounds are introduced via the refined way adopting the so-called the non-print media. The invention of this new media has contributed to the process of learning pronunciation by reflecting significant aspect of progress. The most prominent features of this contribution is the association of sound with vision and other activators. This combination seems more providing learners with actual authentic speech sounds than merely simple listening activities. Kindar, (1963:17) describes the world of sound as thrilling man, it is one of his major avenues of learning, which has always relies on the voice of the teacher as medium for transmission of knowledge. Modern development in the use of sound with pictures, are changing communication as much as more than the invention of printing did five centuries ago. As a part of this development, language teaching, learning materials, methods and means of learning are the most outstanding features.

Emphasizing the role of recorded materials, Kindar, (1963:71) encourages the use of recorded sound. On either disc records or instructional material or had important place in any discussion of in structural materials. Recorded materials available in almost every area to provide emphasize and reinforce correct pronunciation of difficult letters. By adopting language laboratory, Ruth (1977:99) views the actual speaking practice given to students in the laboratory as vastly increase their speaking facility. Students listening through headsets hear the spoken language clearly and correctly. In this way, clarity promotes correctness, and the absence of all extraneous noises sharpens attention.

Therefore, if available, language laboratory is the most practical means to provide learners with accurate models of pronunciation.

2.5.3.3 Sound and Video Library

In favor of the crucial importance of sound and video library, Riley and Zoopi, (1985: 287) want it to be where we would apply some of the pedagogical principles and strategies we firmly believe in. The students who have reached a certain level in English can improve their listening comprehension, their oral or their written composition by regularly working in semi- autonomy with prepared teaching materials or in complete autonomy using raw authentic materials.

Moreover James, (1991:224) regard recorded authentic texts as of great role of importance in providing learners with natural spontaneous spoken language in various settings. These are recordings made from the radio, like recordings made in the street or market place, unedited and unscripted talks or discussions by many native where Received Pronunciation is adopted. A good example of this is the spoken language produced by the British Broadcast Corporation (B.B.C).

2.5.3.4 The Print Media

At some more sensory or say concrete stages, when combined with particular written forms, the spoken models are useful in showing the relationship of sound symbol correspondence to the written graphic symbols representing speech sound. This situation immediately leads to the importance of considering the role of the print media as an independent means, which services the learning of pronunciation. It makes use of the written materials, published reference books and the pronouncing dictionaries since the latter contain phonological

information in terms of the attempts of representing speech sounds by some written forms within the process of transcription.

In this Way, Sandle (1982:95) points out the se of attention paid by most teachers of the English language arts who usually spend much of their class room time on books and other forms of written expression. Emphases are put on aspects of language other than direct work on sounds or their pronunciation. That is, little is given and if possible, learners may have some training in phonetics in terms of drills, imitation and repetition of a practicing nature. This indicates the use of written materials dominates as a means of language learning, but of a secondary role to the learning of pronunciation. This is due to the fact that the writing system has the disadvantages of reflecting the print media as hindering the learning of pronunciation.

2.5.3.5 The Learner's Dictionary

When dealing with pronunciation learners employ dictionaries as means of accounting for the sounds of language. In this way, the word dictionary have two relevant interpretations, in one sense, dictionary stands for the printed or published reference book involved in the learning of pronunciation. In another sense, the use of word dictionary is also valid when the term refers to the mental container that any person poses a part of his linguistic competence. It is the combination of the book dictionary and mental dictionary, which leads to learning. Within this framework, Iison (1986:45) states the well-known fact that English book dictionaries include some form of pronunciation guide, whether in International Phonetic Alphabet (IPA) Phonetic symbols. In detailed accounts, Aitchison (1994: 10-14) contrasts the book dictionary with the mental lexicon or mental dictionary. That is, there is, however, little

similarities between the words in the mind and words in book dictionaries, even though the information will sometimes overlap.

2.6 Factors Affecting the Learning of Pronunciation

2.6.1 Psychological factors

Learners of English pronunciation, have their own internal psychological factors that affect their mastery of the target Sound system. These factors include: age, motor skills, innate phonetic ability, identity, language ego, anxiety, motivation and concern for good Pronunciation as well as their relevant features. Within this framework, many view points; arguments and reasonable justifications are to clarify the situation.

Stern (1983:383) argues that although young children are probably superior to adult in acquiring an acceptable accent in a new language, they make less rapid progress than adults in other aspects of foreign language learning when learning time is held constant for the two age groups. This suggests that age has something to do with learning pronunciat1on that is adult learners often suffer from poor sound product10r ability. In support to this view point, Kenworthy, (1987:4) proposes that, generally speaking, children under the age of puberty stand an excellent chance like a native's if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a foreign accent, there seems to be no particular advantage attributed to age. A fifty-year old can be as successful as an eighteen-year old if all other factors are equal. Remind your students especially if they are "older", that youth has no special advantage.

In favour of the role played by memory in learning pronunciation1 Steinberg, (1993:206) states that memory is crucial to learning pronunciation it is inconceivable that a person with a server memory

impairment could ever learn his or her native language, much less a second language. The learning of the sound of the simplest word requires memory since the order of its constituting phonemes needs to be kept undisturbed, This suggests that memory is essential for rote memorization', for language learning, and that if at some age it begin to decline, we many well ask what the reason for the decline might be. This may be due to changes in brain development since there are no worthy differences between brain development at age twenty and age fifty and again to age seventy.

Brown, (1994:255) describes anxiety as one of the major obstacles learners have to overcome in learning to speak a foreign language. This anxiety generates over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that "you are what you speak", learners are reluctant to be judged by hearers. Language learners put a new twist to Mark Twain's quip that it is better to keep your mouth closed and have others think you are ignorant than to open it and remove ail doubt'.

These sequencing psychological factors integrate to give birth to further factors, that is, motivation and concern for good pronunciation. This concept of motivation is described by many scholars, but there seem to be similar interpretation and therefore marginal differences in ways of application Byrne (1976 75) views motivation as problematic in learning to produce proper speech sounds in the target language. That is, the question of how do we select activities which will arouse the learner's interest and enthusiasm and make them to talk? Actually, there is no simple answer to this question, we shall need a whole range of activities, which will involve learners in an imaginative, cognitive and above all, personal level so that they perform well in the target language.

As for the complexity encountered in motivation, Littlewood, (1984: 53) considers motivation in second language learning, as in every other field of human learning, as the most crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserve. It is a complex phenomenon and includes many concepts: the individ1 desire, need for achievement and success, curiosity, desire for stimulation and new experience and so on. The most influential factors in motivation for learning second language are:

a) Communicative need for a foreign language.
b) Attitude toward the foreign language community.

2.6.2 Linguistic factors

Native Language Effects

When trying to develop mastering the sound system of a foreign language, learners are often influenced by their native language. The previous knowledge of experience in the first language plays a major role in determining the nature of the relationship between the native and the target sound system as well as the ways of producing the target sounds. However, linguists have paid special attention to the feature of the first language involved in foreign language learning. For example, Flyn and O'nel, (1988:35) propose the pedagogically oriented views of contrastive analysis which use properties of one's native language tend to influence one's preference in a second language. An extremely strong relationship holds between these properties and the degree of difficulty in learning. Thus, Brown (1994:260) describes the native language of a learner as the most influential factor affecting the learner's highly significant system on which learners will rely to predict the target

language system. This can be noticed in language transfer as well as in language interference.

In some details, Littlewood, (1984:25) describes transfer as an assisting factor in pronunciation. By definition, the term transfer is used to refer to the behaviorist perspective when firs language habits are helpful to acquiring target language target language habits. This concept is also referred to as positive transfer since it does not prevent language learning. This is due to the fact that it is based on aspects of similarities between the native and the target systems.

On the other hand, Littlewood, (1984:17) describes interference as hindering pronunciation. That is, the term interference often to the same behaviorist perspective, but this time when the first language habits hinder to prevent the learning of that target language. In this case, it is called negative transfer since it reacts against learning the target system. Actually, this takes place the influence of aspects of influence between the native and the target system.

In favor of justifying the occurrence of mother tongue interference, Troike, (1973:28) explains that as a child develops his own native language, the linguistic habits involved in the perception and production of the language become increasingly fixed. Although all psychologically normal children are born with the capacity to produce sounds used in any language, as they get older, they lose the flexibility to produce other sounds. Therefore, the problem of perception and use of a foreign language which are due to the native language are termed interference. Many interference problems can be predicted and explained through contrastive analysis.

As far as correspondence is concerned, Rossner and Bolitho, (1990:96) argue that it is a matter of common experience that the mother tongue plays an important part in learning a foreign language. Students are always translating into and out of their own languages, and teachers always telling them not to do. In fact, if we did not keep making correspondences between foreign language items and mother tongue items, we would never learn foreign languages at all.

2.6.3 Pedagogical Factors

Among the most influential factors of learning the pronunciation in a foreign language, we have what is always referred to as pedagogical factors. These are the shortcomings of applying procedures or methods adopted by teachers in the teaching of pronunciation. They may result from either the teacher when dealing with particular teaching methods or from the teaching methods themselves, or even from the teaching materials used. Therefore, investigations in this area are capable of showing how sound production is indicated by the techniques involved in its handling.

In this respect, Brown, (1980:108) argues that although lack of linguistic knowledge is often a key factor in pronunciation problems, difficulties can also arise from procedural and pragmatic resources. Corder (1981: 59) suggests two reasons for learners when they do not immediately learn on first exposure:

1. The nature of the data or the manner in which they are presented may be defective in some way, which makes it impossible for the learners to learn them correctly.
2. While the data is adequate, the learner has to know certain things before he can learn something new.

When referring to the traditional techniques in teaching pronunciation, Brown (1994:138) describes the decades of the forties, fifties and sixties as the time when language pedagogy was consumed with the drills. Often great proportion of classroom time were spent on drilling; repeating, repeating, repeating. Thus, a drill can be defined as a technique that focuses on minimal number (usually one or two) of language from (grammatical or phonological structures) through some types of repetition. Drills can take the form of simple repetition drills, some substitution drill, and even the rather horrifying aberration known as moving slot substitution drills.

2.6.4 Social Factors

Since spoken language is superior to the written one in oral communication, people in their different environments or social groups may speak the same language in many accents. Therefore, learners of pronunciation need to be aware of the social context of both language use and language learning which constitutes a set of factors that are likely to exercise a powerful influence on language learning in general and learning pronunciation in particular.

Within this framework, Stern (1983:270) proposes the sociocultural factors that bear upon motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the sort of cultural values of the second language. Other aspects to bear in mind are the social opportunities for contact the school, or classroom setting. That is, on the basis of the properties, which link the language situation are the sociolinguistic and socio-cultural factors in the learning environment. They are social

organization of the community and the different groups that constitute the society, its social and occupational, ethic, cultural and religious groups.

In Macky (1970:23) we must equally be aware of the socio-economic and socio-cultural differences which may manifest themselves in different modes or attitudes to language in general in different language to social or regional dialects to bilingualism and to second language learning and which them became crystallized in status differences between language particular languages are sometimes held in either high or low system because of economic , political , or cultural values associated with them. Sometimes these views about merits of the language concerned ; beside on realistic assessment of the values of different languages for a particular community , at either time they express common stereo types about the target language.

Previous Studies:

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

Teaching English pronunciation of vowel sounds (2010) : Muyad Mohammed Ali Awad Albari, Sudan University of Science and Technology , Faculty of Education.

The study   found that teacher plays very important role in teaching phonetic symbols , and knowledge of methodologies of teaching are so important for teacher.

2- Naji , Altayeb Dawa Elbeit (2002) M.A in linguistics , faculty of Education , University of Juba.

This study was carried out to investigate the English vowels and the pronunciation problems they cause to EFL learners of English.

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

The results of the study have shown that:

1- Some English vowels are problematic to the Sudanese learners of English language. The difficulty in pronouncing the English vowels.

2- English vowels that one similar to the Arabic ones are easy to learn whereas those which are different from Arabic vowels , cause problems to Sudanese learners of English.

3- Both short and long English vowels are generally confused by the Sudanese learners of English.

3- The Difficulties of facing University students in pronouncing English vowel sounds (My)(2016)Balla Alsammani Ballal Mohammed (cases study Sudan University of Science and Technology). This study conducted to explore the facts about the difficulties of vowel sounds.

The results of the study :

- the students of English vowels cannot distinguishing between vowel sounds.

- The students of English language confusing between short and long diphthongs vowel sounds.

- The students confusing between long and short vowel sounds.

CHAPTER TREE

RESEARCH METHOD

3.0 Introduction:

This research employed descriptive analytical approach to data.

3-1 Methods:

This included the adoption of a sampling population, subjects and students as direct methods to collect and analyze data.

To apply these methods, some functional procedures were adopted to show the various ways in which these tasks were accomplished. At the same time, the two scales of reliability and validity of instruments were measured to examine their ability to provide consistent answers.

To achieve these goals, two instruments were used, a questionnaire and pronunciation test. A computer program of (SPSS) was applied to obtain statistical results. This program was also used to measure the reliability of two instrument involved in data collection.

3-1-1 the Population of the Study:

The population of the study is English language students in Sudan University of Science and Technology, faculty of languages English Department third class. It includes 50 students.

The population is selected randomly as they represent students who study English as foreign language as (SUST).

3-2-2 the Instrument:

In this study, two instruments were employed to collect data.

First a questionnaire was designed to collect data about the teachers , actual levels of phonological knowledge .

Second a pronunciation test was designed to measure the degree of accuracy in learner's performance by providing some samples.

The questionnaire consisted of three basic parts, part one sought information about the type and nature of pronunciation difficulties encountered by subjects. The second part of the questionnaire investigated the chief sources of pronunciation, which was expected to exist in the learning situation or might be known or available to students as individuals at various locations.

The third part was about the suitable ways which help students to improve their pronunciation.

3-3 Reliability:

In this research the term reliability stands for scale of measurement which uses to see the extent to which adopted instrument succeed in achieving answer. In order to assure the reliabilities of the questionnaire. The researcher uses (SPSS), and the reliability of questionnaire were calculated and correlation.

So this result shows that the tool is reliable. This reliability comes from the fact its statements concentrate on the area of the study and each one of them measures specific area.

To calculate the validity and reliability of the study tool (test) the researcher used the following equation:

$$Validity = \sqrt{reliability}$$

$$\text{Reliability Coefficient} = \frac{2\,r}{1+r}$$

Reliability Statistics

Cronbach's Alpha	N of Items
.774	15

$$= \frac{0.774*2}{0.774+1} = 0.87$$

$$= \sqrt{0.87}$$

$$= 0.93$$

This value an accepted reliability coefficient **(r c ≤1)** so the study tool is valid to use.

3-4 Validity:

The type of Validity matching the instruments used in collecting data were content Validity, construct Validity, the two instruments contained items, which were intended to test certain things. The questionnaire was designed to illicit information about fifteen point each of which was specified to a precise piece of information without any interference from any other point.

The questionnaire used simple language structure and vocabulary items, No sense of ambiguity or complication was felt to occur as subjects were responding since were able to understand the written from without any difficulty .

3-5 The procedure:

The procedure that is used to achieve this study is questionnaire that set of English language teachers at (SUST). The researcher distributed the copies himself, the teachers were asked to put a tick under the best answer (strongly agree – agree – neutral- disagree- strongly disagree) to his/her response that seems applicable and appropriate.

The information was collected . it was analyzed by using the percentage of frequency of choices each statement in questionnaire examines a particular point.

As the researcher hypothesize the main function of these techniques is either to approve or disapprove the mentioned statement of the research.

3-6 Statistical Analysis:

As a means of data analysis a computer program of Statistical package for social science (SPSS)was a adopted to again valuable results.

The most prominent feature of the give analysis appear in the use of percent, mean and standard deviation to show level of variation between the two subject.

This was clearly noticed when comparison were help to distinguish subject groups in term of encountering pronunciation difficulties, knowing pronunciation source and showing accurate pronunciation.

In this sense, percentage of the positive variables were used to identify groups when variation was under consideration. The same was true for two scales of mean and standard variation . This was mainly obvious when discussing the results within the components of chapter four as shown by the following tables.

CHAPTER FOUR:

Data Analysis, Results and Discussions

4.0 Introduction:-

In this chapter the researcher is going to analyze the data, presentation and discussion the data which obtained through the questionnaire and test which distributed to teachers and students . By using the output of (SPSS) program**.**

4.1 Teachers Questionnaire:

 The following tables show us the answer of the respondents (Teachers) about the statements of the questionnaire.-

The following table from (1-5) investigate the first hypothesis of the study **(The students of English language have difficulty in pronouncing vowel letters because they are inconsistent).**

Table 4-1 : **statement (1) The students of English language are confusing The vowel sounds as in "i , (pin) or "e" (pen).**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
1- The students of English language confuse the vowel sounds as in "i , (pin) or "e" (pen).	14	5	0	1	0	20
	70 %	25%	-	5%	-	100 %
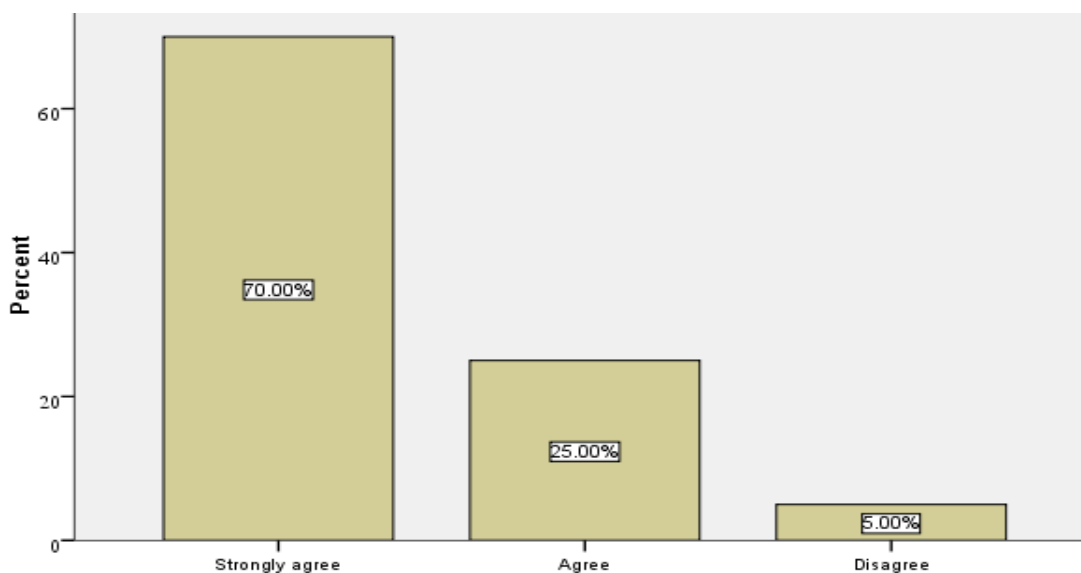
The data in table (4-1) show that the majority of the respondents 95% agreed with **(The students of English language confuse the vowel sounds as in "i , (pin) or "e" (pen))..**

52

Table 4-2 : **statement (2) Some students cannot distinguish between short and long vowel sounds.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
2- Some students can distinguish between short and long vowel sounds.	12	6	2	0	0	20
	60 %	30 %	10 %	-	-	100 %
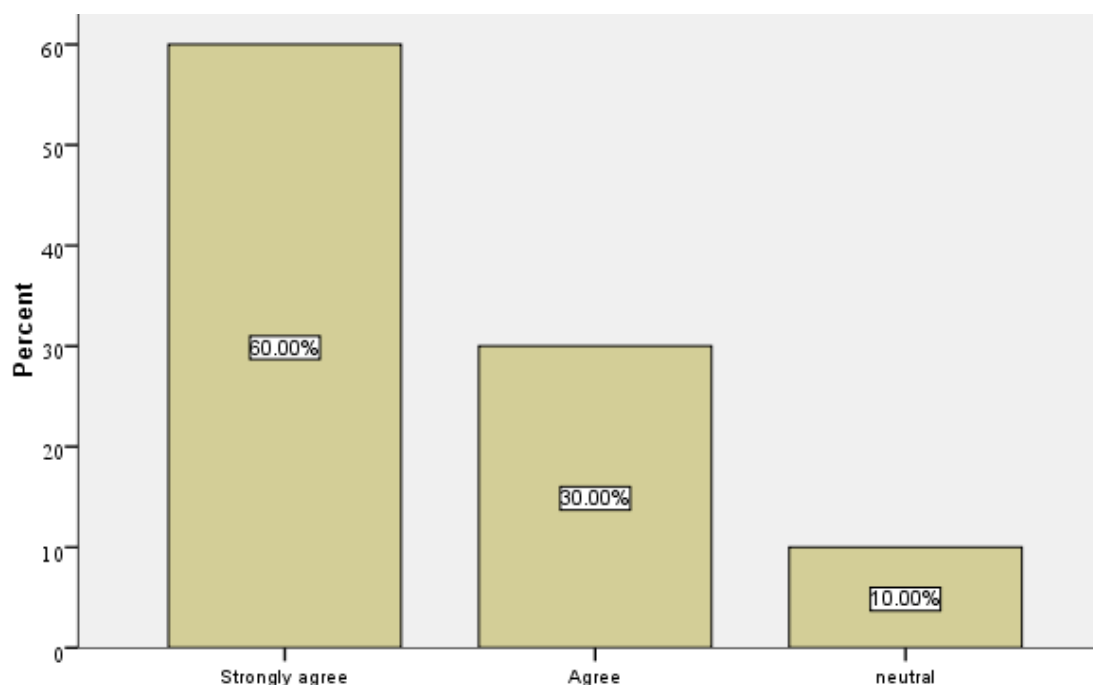
The data in table (4-2) show that the majority of the respondents 90 % agreed with **(Some students can not distinguish between short and long vowel sounds).**

Table 4-3 : **statement (3) English vowel are very difficult to pronounce.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
3- English vowel are very difficult to pronounce.	11	7	2	0	0	20
	55 %	35 %	10%	-	-	100 %
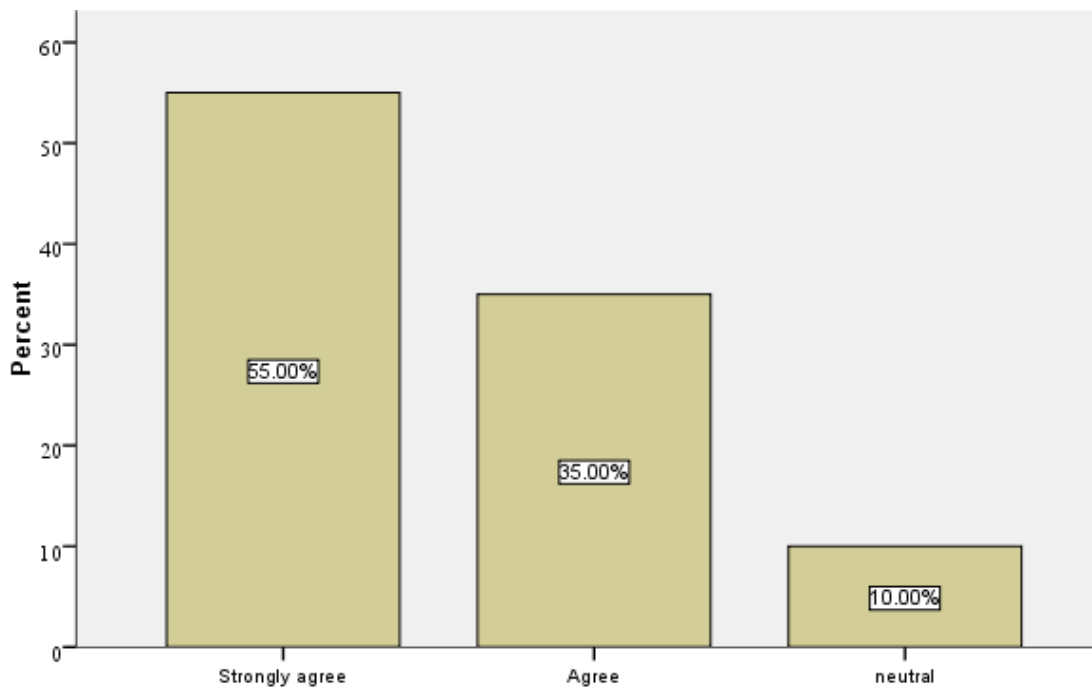
The data in table (4-3) show that the majority of the respondents 90 % agreed with **(English vowel are very difficult to pronounce.).**

Table 4-4 : **Statement (4) Pronunciation is difficult specially vowel letters because they have more than one way of pronunciation..**

| STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
4- Pronunciation is difficult specially vowel letters because they have more than one way of pronunciation.	17	3	0	0	0	20
	85 %	15 %	-	-	-	100 %
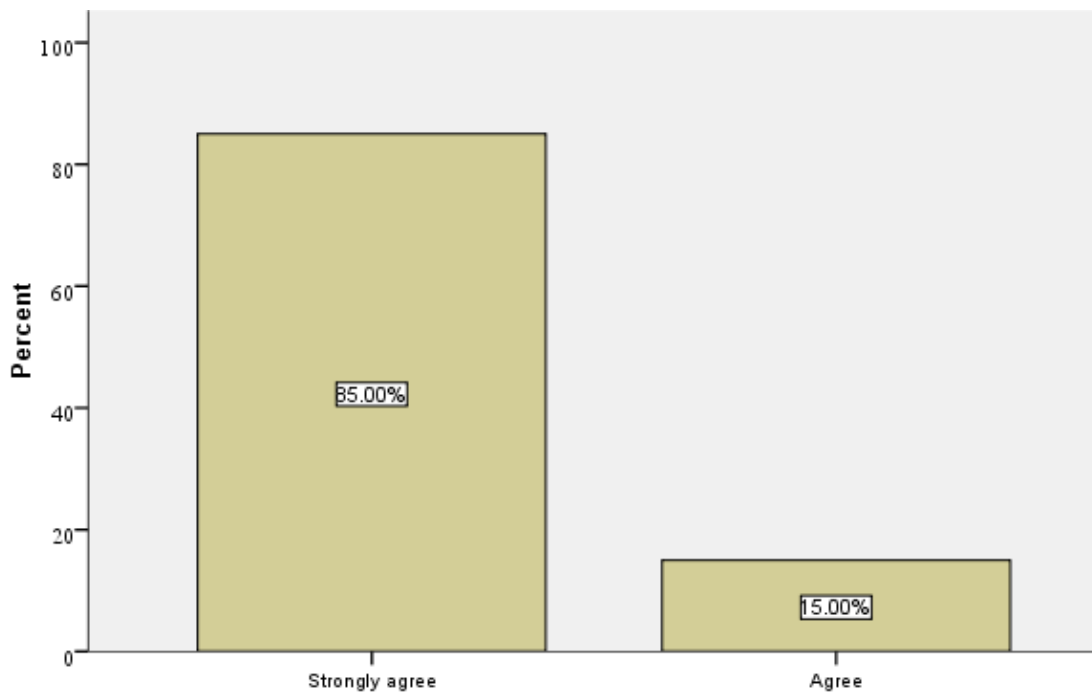
 The data in table (4-4) show that almost   100% of   the respondents agreed with **(Pronunciation is difficult specially vowel letters because they have more than one way of pronunciation.)**

Table 4-5 : **statement (5) Some students of English rarely practice English pronunciation.**

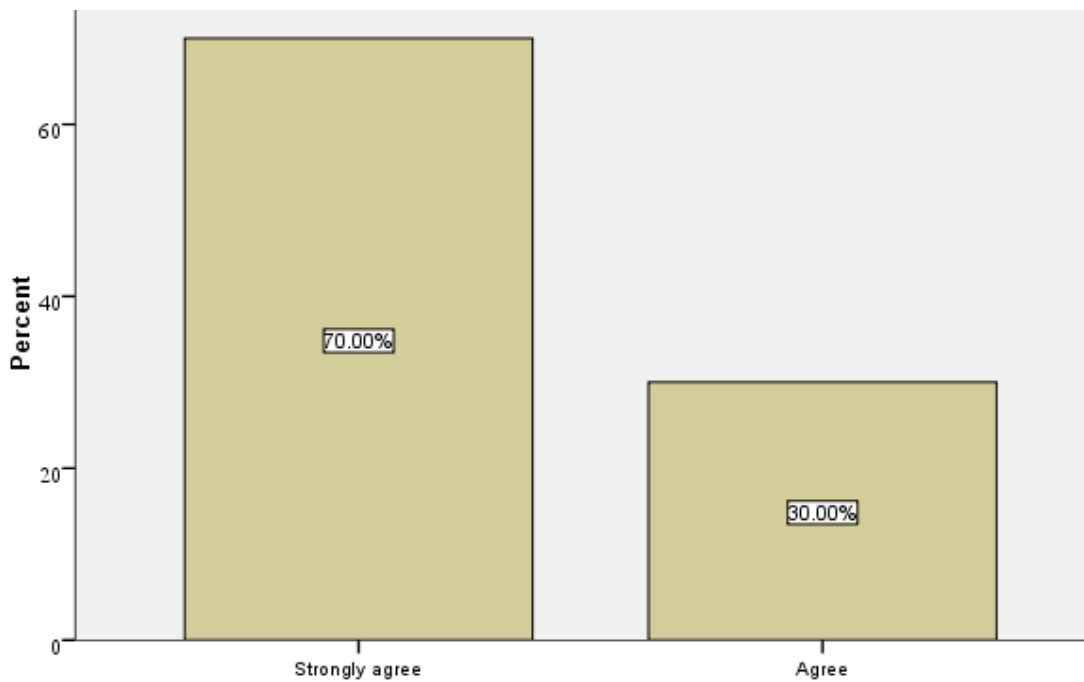| STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
5- Some students of English rarely practice English pronunciation.	11	9	0	0	0	20
	55 %	45 %	-	-	-	100 %
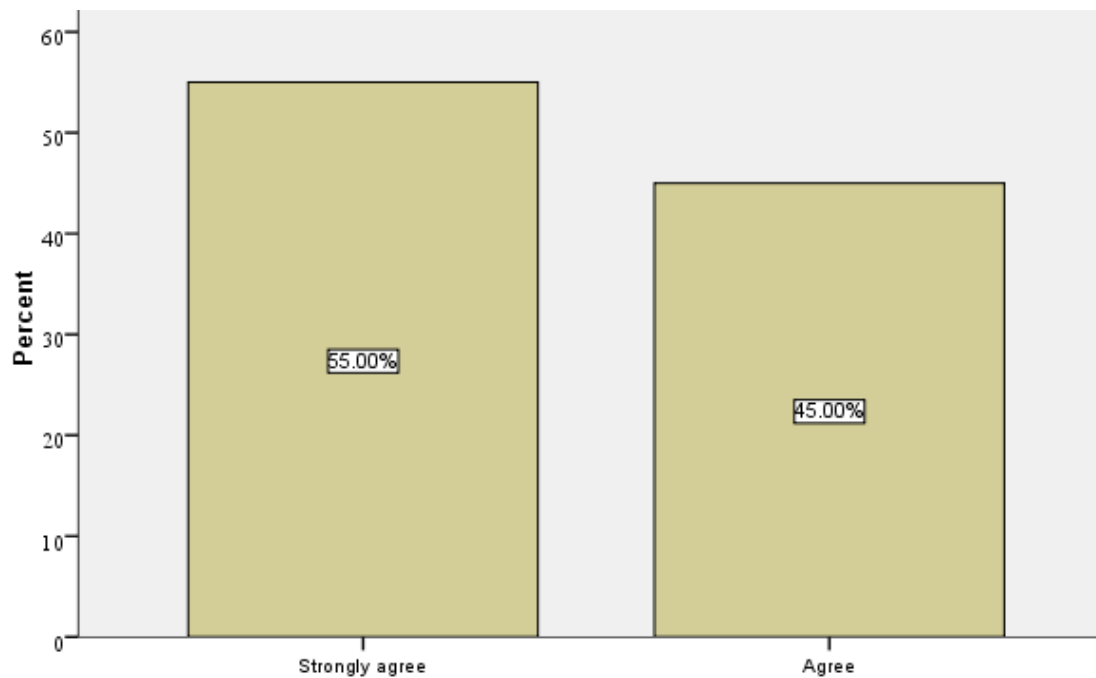
The data in table (4-5) show that almost 100% of the respondents agreed with **(Some students of English rarely practice English pronunciation).**

The following table from(6-10) investigate the second hypothesis of the study **(Knowledge of pronunciation vowel sounds is important for learners)**

Table (4-6) : statement (1) **Language laboratory is good source of practicing correct pronunciation.**
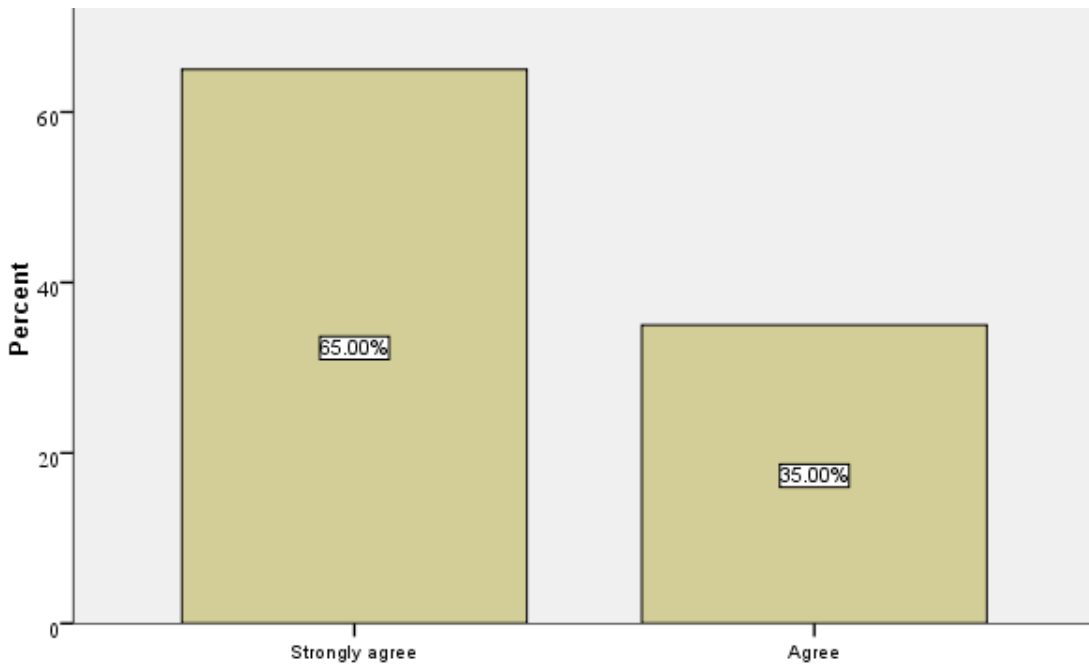
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
1- Language laboratory is good source of practicing correct pronunciation.	14	6	0	0	0	20
	70 %	30%	-	-	-	100 %

The data in table (4-6) show that almost 100% of the respondents agreed with **(Language laboratory is good source of practicing correct pronunciation).**

Table (4-7) : statement (2) **Radio and TV are good source for learning the correct pronunciation.**
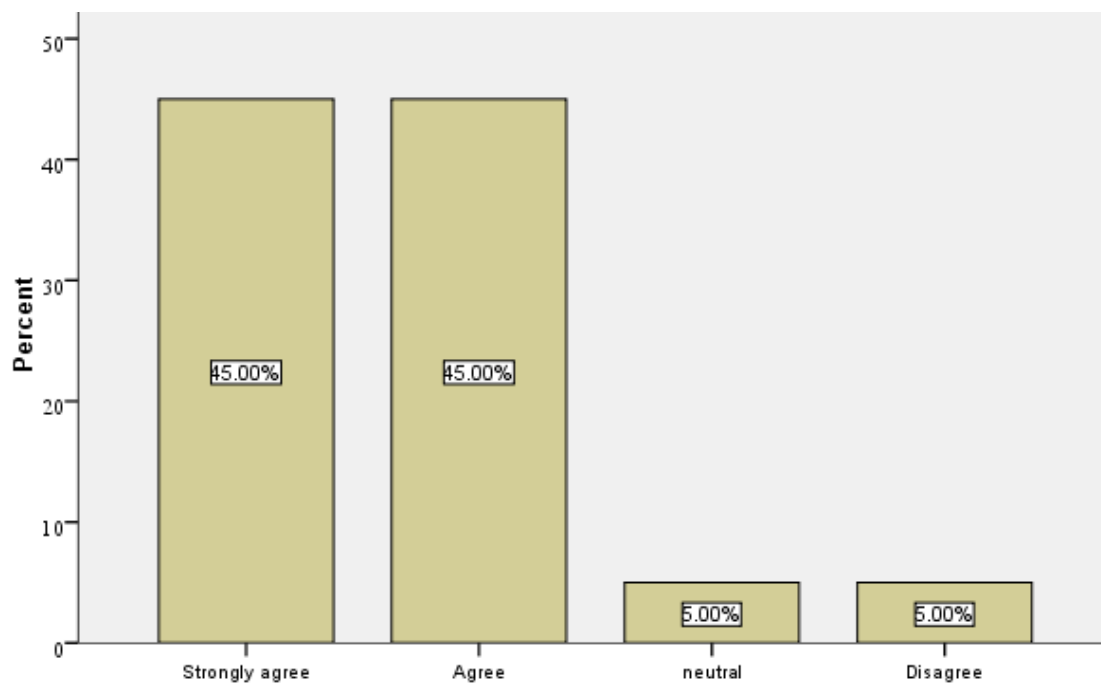
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
2- Radio and are good source for learning the right pronunciation	13	7	0	0	0	20
	65 %	35%	-	-	-	100 %

The data in table (4-7) show that almost 100% of the respondents agreed with **(Radio and TV are good source for learning the correct pronunciation.)**

Table (4-8) : statement (3) **Good Source dictionaries are for learning pronunciation.**
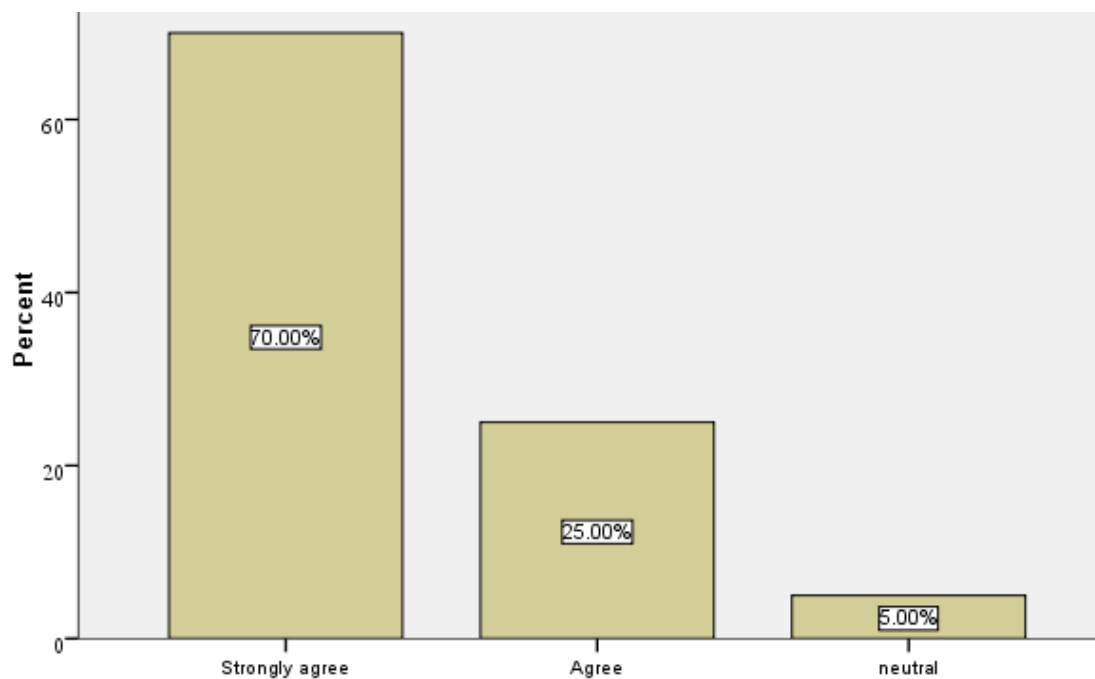
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
3- Good Source dictionaries are for learning pronunciation.	9	9	1	1	0	20
	45 %	45 %	5%	5%	-	100 %

The data in table (4-8) show that the majority 90% of the respondents agreed with **(Good Source dictionaries are for learning pronunciation.)**

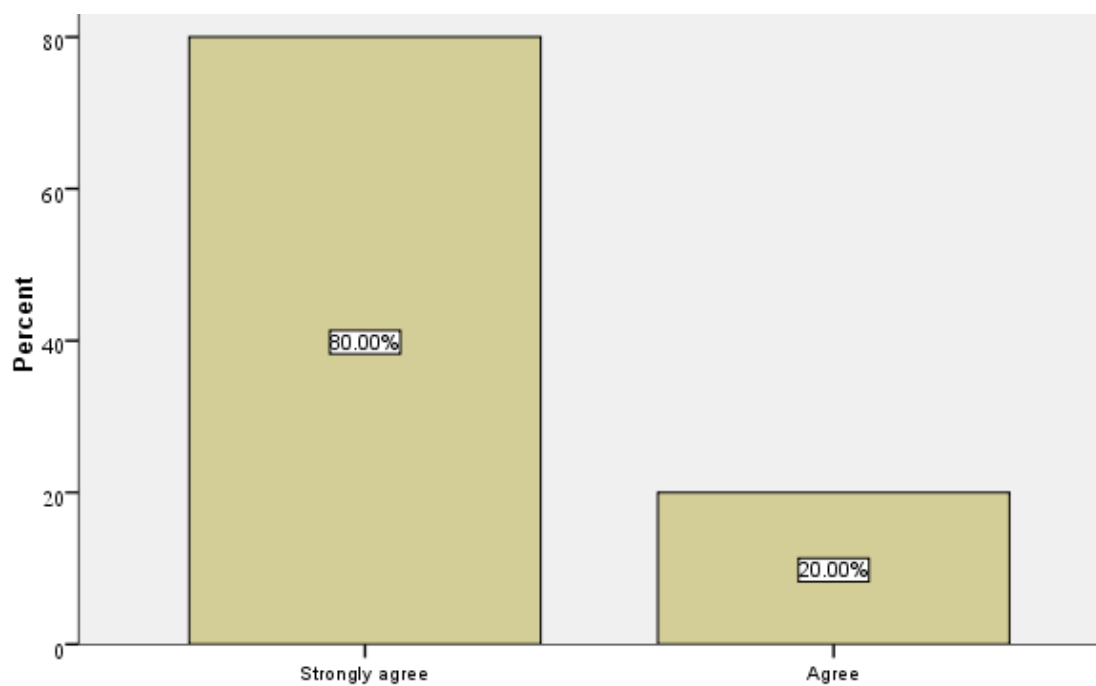*Table (4-9) :* statement (4) **Cassettes are good source for learning pronunciation.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
4- Cassettes are good source for learning pronunciation.	14	5	1	0	0	20
	70 %	25%	5 %	-	-	100 %

The data in table (4-9) show that he majority 95% of the respondents agreed with **(Cassettes are good source for learning pronunciation.)**

Table (4-10) : statement (5) **Oral communication is good source of mastering pronunciation.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
5- Oral communication is good source of mastering pronunciation.	16	4	0	0	0	20
	80 %	20 %	-	-	-	100 %

The data in table (4-10) show that almost 100% of the respondents agreed with **(Oral communication is good source of mastering pronunciation.)**

The following table from(11-15) investigate the third hypothesis of the study **(There are suitable ways can help learners to improve their pronunciation.)**

Table (4-11) :   statement (1) **Practicing four skills of English learning to improve the pronunciation .**
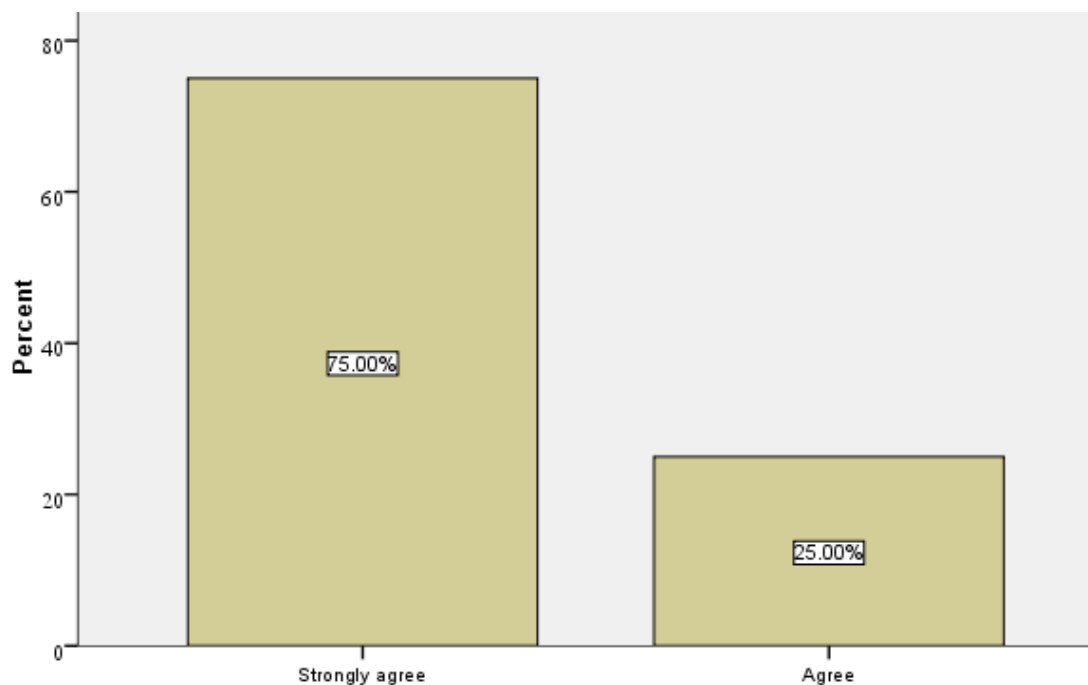
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
1- Practicing four skills of English learning to improve the pronunciation	**16**	**4**	**0**	**0**	**0**	**20**
	80 %	**20%**	**-**	**-**	**-**	**100 %**
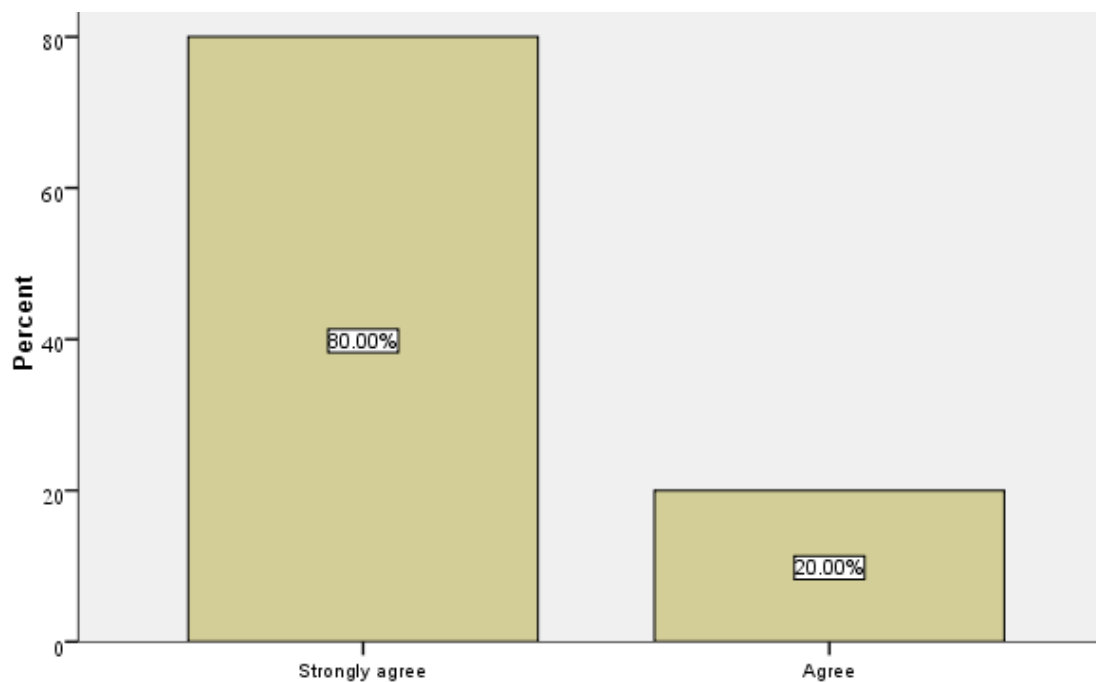
The data in table (4-11) show that almost 100% of the respondents agreed with **(Practicing four skills of English learning to improve the pronunciation .)**

Table (4-12) : statement (2) **Listening to audio visual , English CD , T.V channels , sound dictionary , help students to improve their pronunciation.**

| STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
2- Listening to audio visual , English CD , T.V channels , sound dictionary , help students to improve their pronunciation.	15	5	0	0	0	20
	75 %	25 %	-	-	-	100 %

The data in table (4-12) show that almost 100% of the respondents agreed with **(Listening to audio visual , English CD , T.V channels , sound dictionary , help students to improve their pronunciation.)**

Table (4-13) : statement (3) **Learning phonetics symbol are very useful to improve students pronunciation.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
3- Learning phonetics symbol are very useful to improve students pronunciation .	18	2	0	0	0	20
	90 %	10 %	-	-	-	100 %
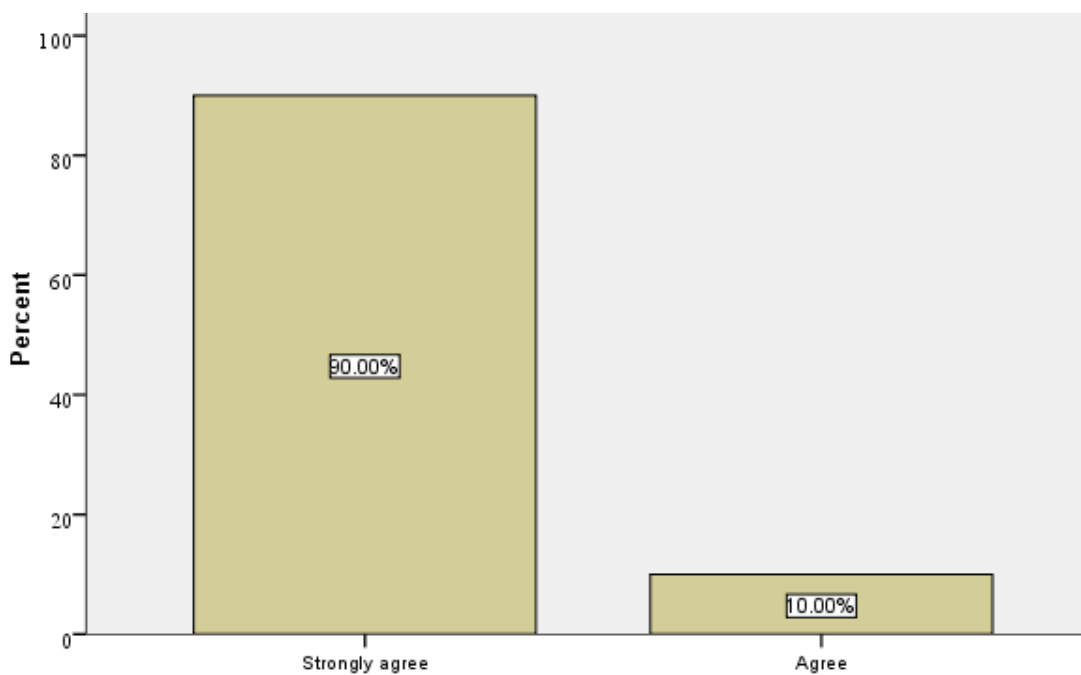
The data in table (4-13) show that almost 100% of the respondents agreed with **(Learning phonetics symbol are very useful to improve students pronunciation.)**

Table (4-14) : statement (4) **The imitation of the native speakers of English also improve the pronunciation.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
4- The imitation of the native speakers of English also improve the pronunciation.	10	12	3	5	0	20
	33.3 %	40%	10 %	16.7%	-	100 %
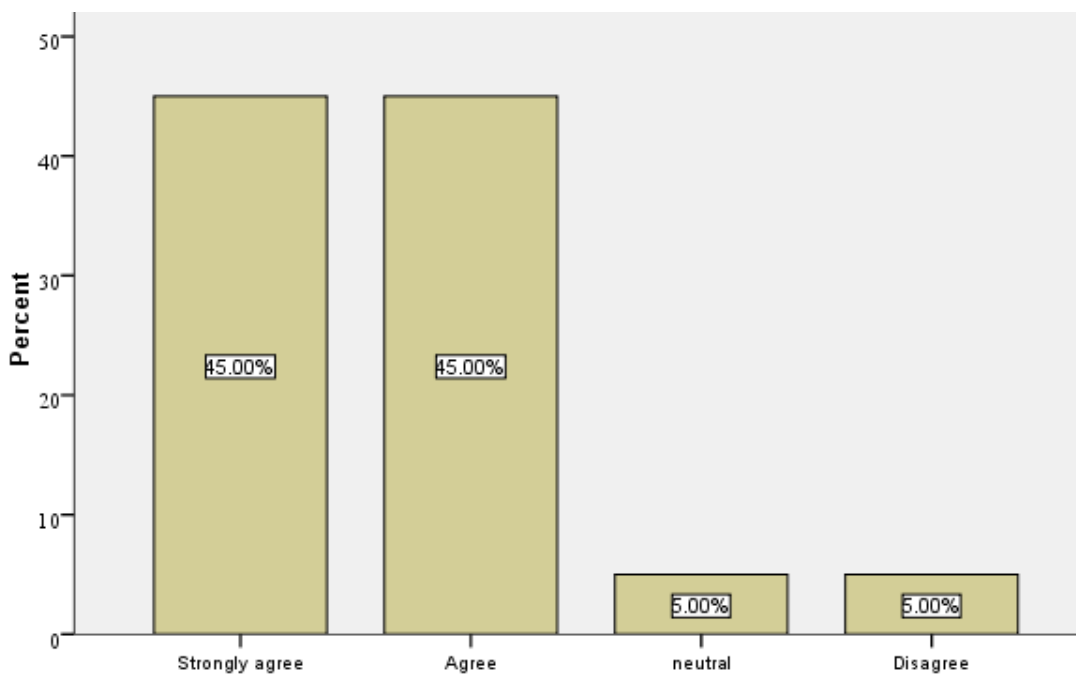
The data in table (4-14) show that the majority 90% of the respondents agreed with (**The imitation of the native speakers of English also improve the pronunciation.)**

Table (4-15) : statement (5) **English clubs can enhance students pronunciation significantly.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
5- English clubs can enhance students pronunciation significantly	4	15	7	3	1	20
	13.3 %	50 %	23.3%	10 %	3.3%	100 %
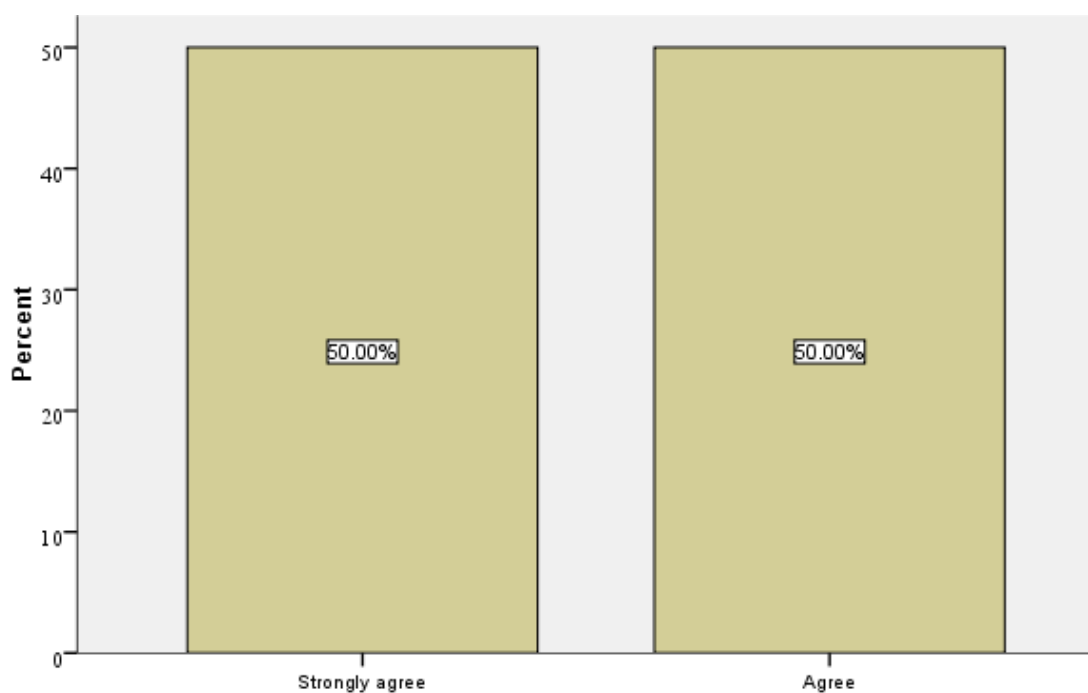
The data in table (4-15) show that almost 100% of the respondents agreed with **(English clubs can enhance students pronunciation significantly.)**

Verification of the study hypotheses :

Hypothesis: (1)

The researcher depend on (Likart scale) to investigate the mean of the statements , where the statement with mean less than (3) accepted and the statements with mean more than (3) will not be accept.

Table No. (4.16) Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
1- The students of English language confuse he vowel sounds as in "i , (pin) or "e" (pen).	1.500	0.68	13.300	0.001
2-Some students can distinguish between short and long vowel sounds	1.55	0.68	7.600	0.22
3-English vowel are very difficult to pronounce	1.15	0.36	6.100	0.047
4-Pronunciation is difficult specially vowel letters because they have more than one way of pronunciation	1.45	0.51	9.800	0.002
5-Some students of English rarely practice English pronunciation	1.30	0.47	0.200	0.655
Total	1.39			

Source: The researcher from applied study, SPSS

The data in table (4.16) show that the mean of all statements (1.39) is lower than the mean (3).

The standard deviation of these statements ranges from (0.36 to 0.68)indicating a homogeneity of respondents' responses to these statements. Based on the results of the statistical analysis described in the preceding paragraphs, the first hypothesis of the study is accepted. Which is says " **The students of English language have difficulty in pronouncing vowel letters because they are inconsistent** "

Table No. (4.17) Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
- Language laboratory is good source of practicing correct pronunciation	1.30	0.47	3.200	0.074
2-Radio and are good source for learning the right pronunciation	1.30	0.46	1.800	0.180
3-References and dictionaries are concerned with learning pronunciation	1.70	0.80	12.800	0.005
4-Cassettes are good source for learning pronunciation	1.35	0.58	13.300	0.001
5-Oral communication is good source of mastering pronunciation.	1.20	0.41	7.200	0.007
Total	1.37			

Source: The researcher from applied study, SPSS

The data in table (4.17) show that the mean of all statements (1.37) is lower than the mean (3).

The standard deviation of these statements ranges from (0.41 to 0.80)indicating a homogeneity of respondents' responses to these statements. Based on the results of the statistical analysis described in the preceding paragraphs, the second hypothesis of the study is accepted. Which is says " **Knowledge of pronouncing sounds is important for learners** "

Table No. (4.18) Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
1-Practicing four skills of English learning to improve the pronunciation	1.20	0.41	7.200	0.007
2-Listening to audio visual , English CD , T.V channels , sound dictionary , help students to improve their pronunciation	1.25	0.44	0.007	0.025
3-Learning phonetics symbol are very useful to improve students pronunciation	1.10	0.30	5.000	0.000
4-The imitation of the native speakers of English also improve the pronunciation	1.70	0.80	12.800	0.005
5-English clubs can enhance students pronunciation significantly	1.50	0.51	0.000	1.000
Total				

Source: The researcher from applied study, SPSS

The data in table (4.18) show that the mean of all statements (1.35) is lower than the mean (3).

The standard deviation of these statements ranges from (0.30 to 0.80)indicating a homogeneity of respondents' responses to these statements. Based on the results of the statistical analysis described in the preceding paragraphs, the third hypothesis of the study is accepted. Which is says " **There are suitable ways can help learners to improve their pronunciation** "
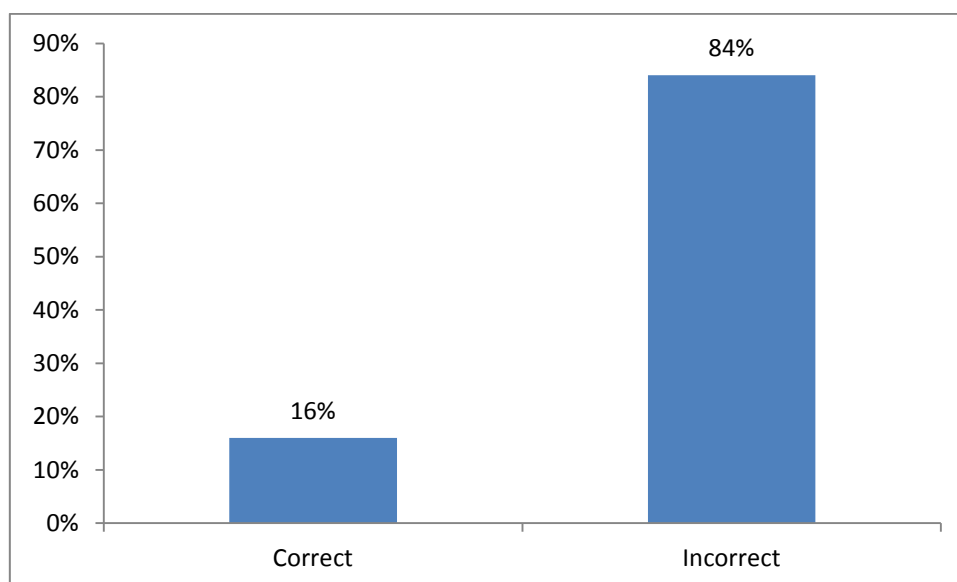
4. 2. Students' test:

The following table from(19-29) investigate the first hypothesis of the study **(The students of English language have difficulty in pronouncing vowel letters because they are inconsistent)**
Question 1 : Listen and underline the words which have long vowels:
Table (4-19) : Man – fan - calm   - camp

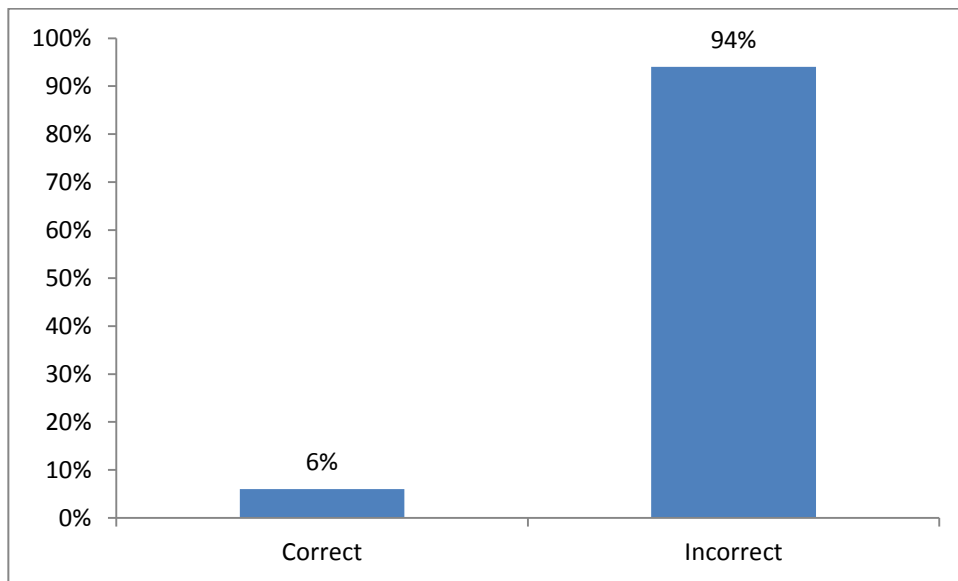|	frequency	Percentage
Correct	8	16%
Incorrect	42	84%
Total	50	100%

The data in table and figure (4-19) show that   the majority   84 % of the study subject have fallen to choose the correct answer.

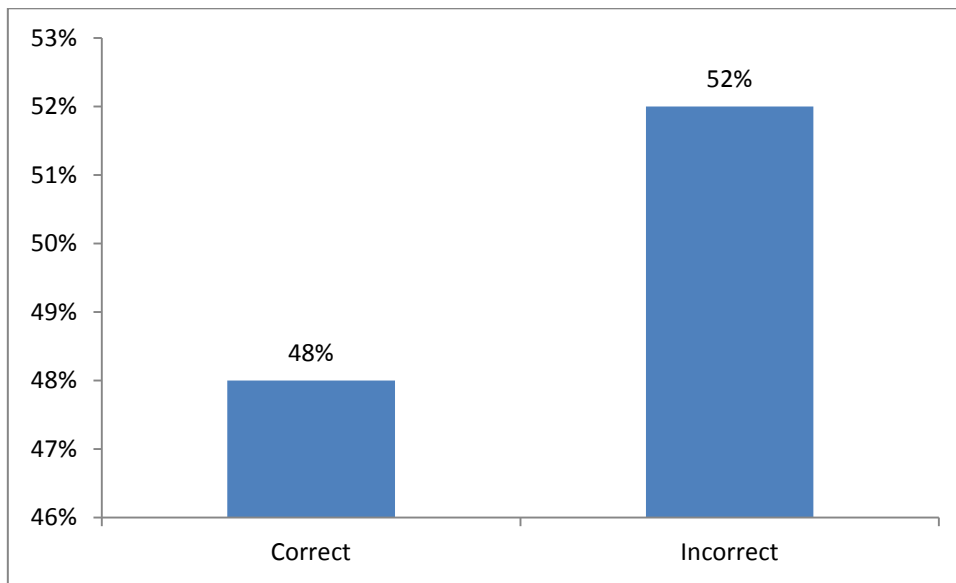**Table; (4-20) (put - pull - push- park)**

	frequency	Percentage
Correct	3	6%
Incorrect	47	94%
Total	50	100%

The data in table and figure (4-20) show that   the majority   94 % of the study subject have fallen to choose the correct answer.
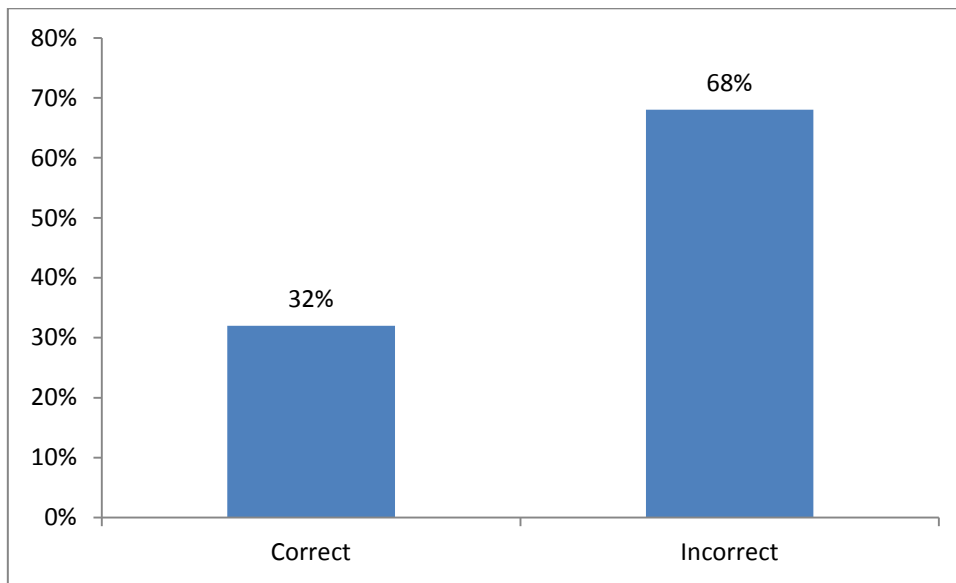
Table; (4-21) (Some – Come – Soon - Can   )

	frequency	Percentage
Correct	24	48%
Incorrect	26	52%
Total	50	100%

The data in table and figure (4-21) show that   more than half   52 % of the study subject have fallen to choose the correct answer.

Table; (4-22) (Feel – Hill – Bin - Rich)

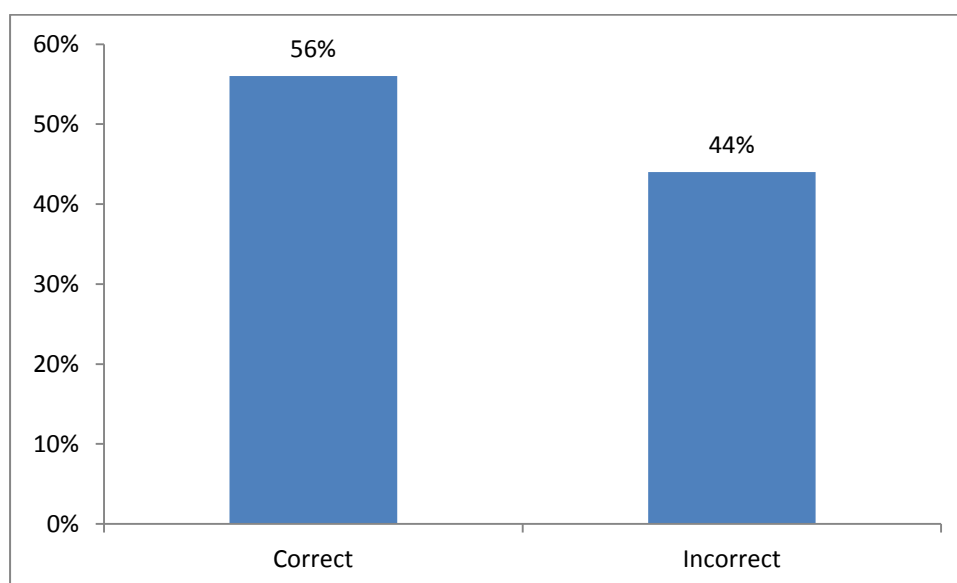|	frequency	Percentage
Correct	16	32%
Incorrect	34	68%
Total	50	100%

The data in table and figure (4-22) show that   more than half   68 % of the study subject have fallen to choose the correct answer.

Question 2 : Listen and underline the words which have short vowels:

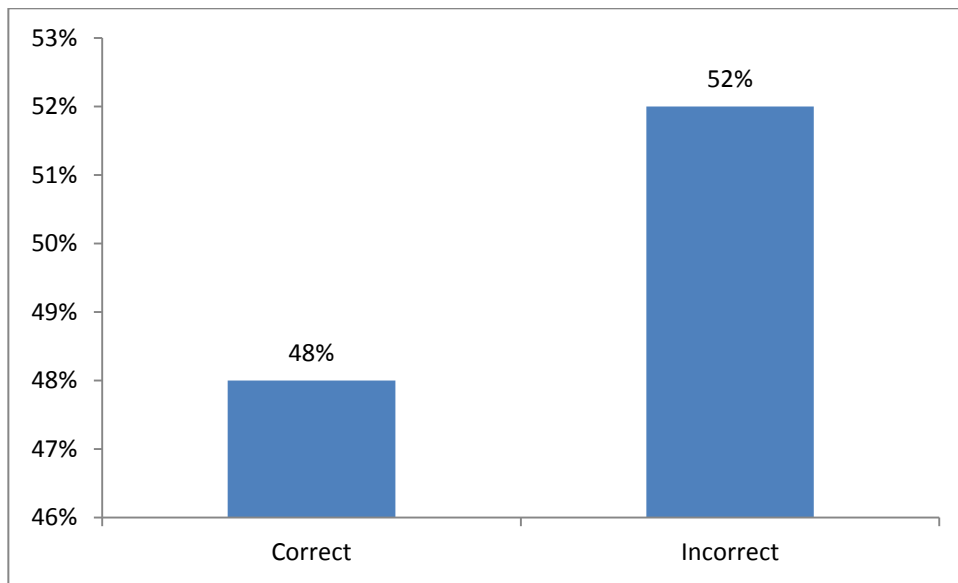**Table; (4-23) Food – Good – Moon - Mood**

	frequency	Percentage
Correct	28	56%
Incorrect	24	48%
Total	50	100%

The data in table and figure (4-23) show that more than half 56 % of the study subject have chosen the correct answer.
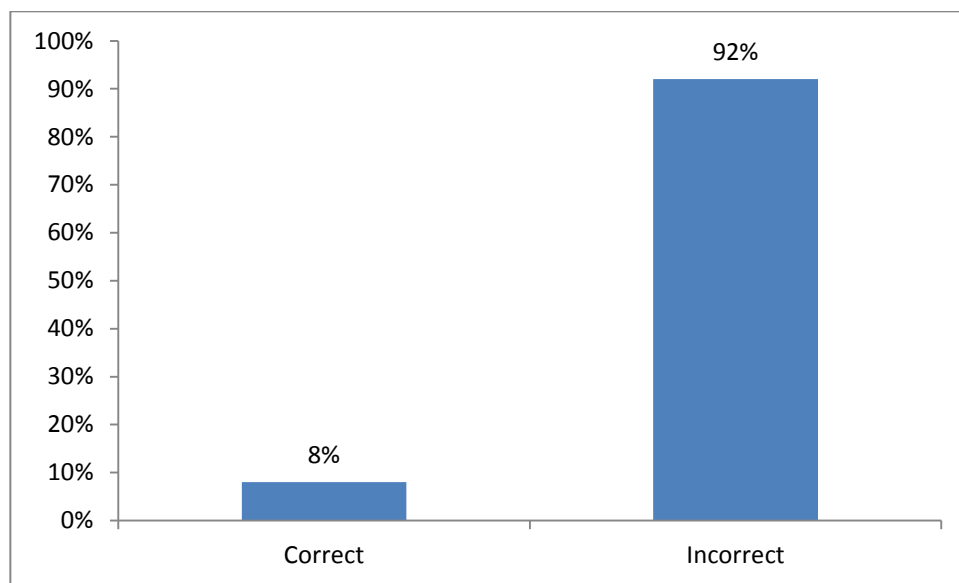
Table; (4-24) Card – Half – Had - Pass

	frequency	Percentage
Correct	24	48%
Incorrect	26	52%
Total	50	100%

The data in table and figure (4-24) show that more than half 52 % of the study subject have fallen to choose the correct answer
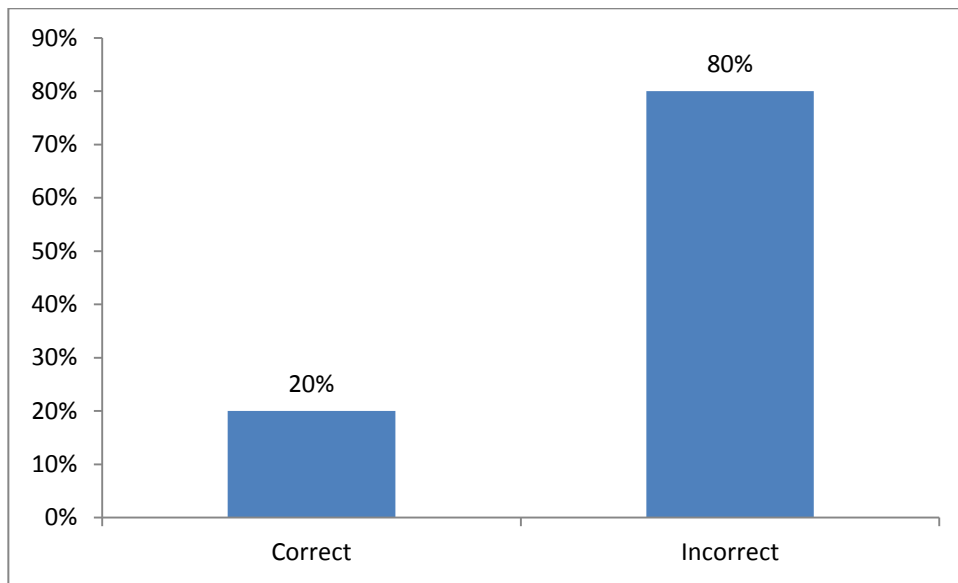
Table; (4-25) Dam – born – Door - Board

	frequency	Percentage
Correct	4	8%
Incorrect	46	92%
Total	50	100%

The data in table and figure (4-25) show that the majority   92% of the study subject have fallen to choose the correct answer.

Table; (4-26) Beat – Mean - Bet - Peace

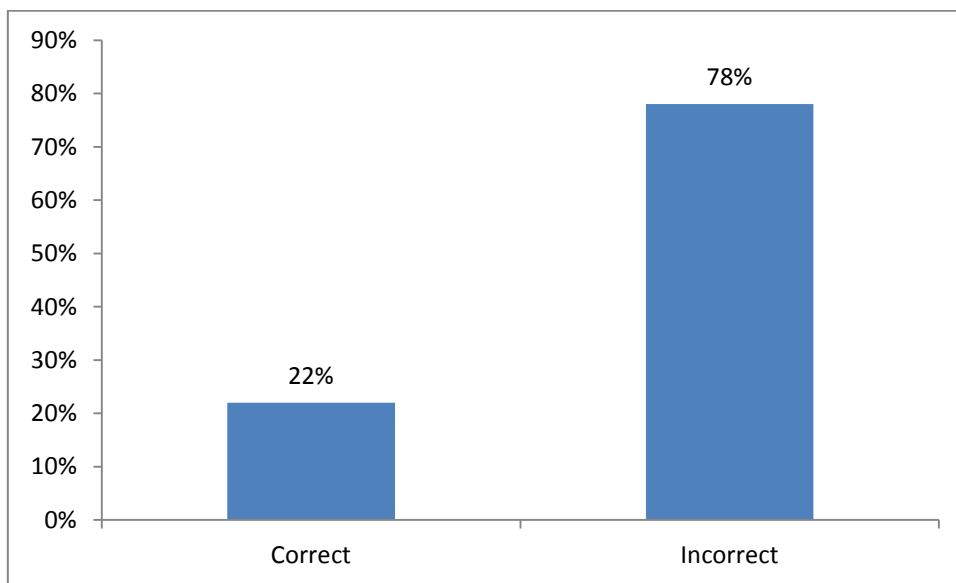|	frequency	Percentage
Correct	10	20%
Incorrect	40	80%
Total	50	100%

The data in table and figure (4-26) show that the majority   80% of the study subject have fallen to choose the correct answer

Question 3 : Listen and underline the words which have diphthong:

Table; (4-27) Paid – Pain – Face – Player

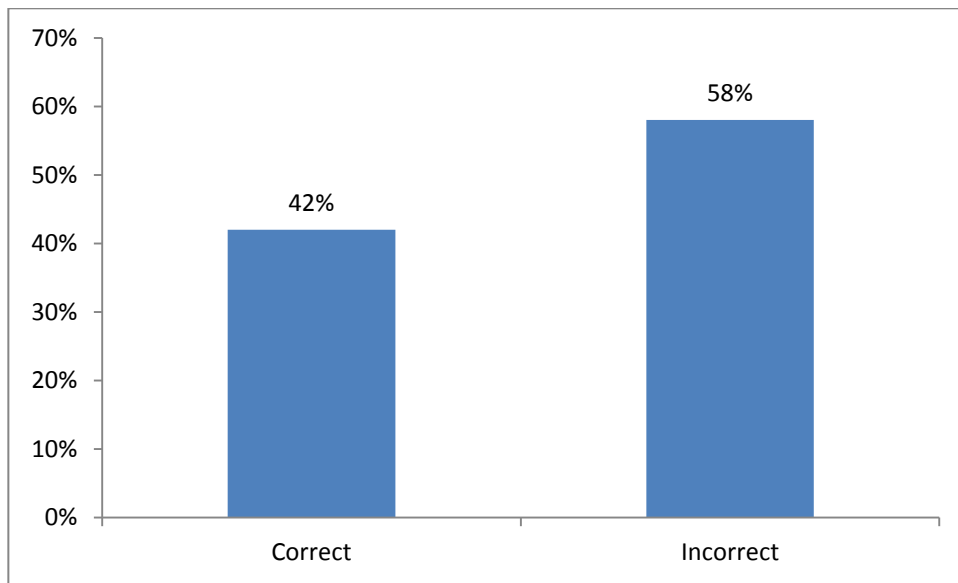|	Frequency	Percentage
Correct	11	22%
Incorrect	39	78%
Total	50	100%

The data in table and figure (4-27) show that most 78 % of the study subject have fallen to choose the correct answer.

Table; (4-28) Power – Down – Loud - House

	frequency	Percentage
Correct	21	42%
Incorrect	29	58%
Total	50	100%

The data in table and figure (4-28) show that   more than half 58% of the study subject has fallen to choose the correct answer.

Hypothesis three should be stated whether it is accepted or reject.

CHAPTER FIVE

CONCLUSION, FINDINGS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5 – 0 Introduction:

This Chapter introduces finding, draw suggestions, ecommendations and made and suggestions have been offered. It present aboard look at the result of the test and the questionnaire.

It presents the analysis and discussion of the date collected from the teachers in the questionnaire.

The performance of the subjects with respect to the each of the vowel sounds in the words they a loud to identifying the vowel sounds and distinguished between them. Responses to the questionnaire which was answered by (20) university teachers. Will also be discussed from all these a complete picture of some pronunciation problems of vowel sounds among the learners.

5 – 1 Conclusion:

This study was limited by the observation of some learners who mispronounce English because each English has one way of pronunciation. Many learners confusing between long and short vowels.

Also the letter /I/ in words such as "city" or "service" the learners tend to pronounce the short vowel /I/ as the ditching /ai/as it is pronounce in "invite". So many learners fail to identify the exact pronunciation of a particular vowel, which has more than one pronunciation. If we take the words such as (cut, put, hurt, busy). We find that there are different ways of pronunciations for the same vowel causes difficulty to many learners.

The same problems is uncounted by the EFL in the short and cons distinguished between the vowel sounds in these words such as (good, moon, food, mood).

This inconsistency in English sounds leads many learners mispronunciation.

Finally as a conclusion such as pronunciation difficulties are related to factors such as the in consistency of many English sounds on one hand: on the other hand the sounds system differences, which have phonological basis (deepen on variation in speech organ position or breath control.

5 – 2 findings

1. This research attempted to identify some difficulties of English vowel sounds to the learners when the pounce English vowel sounds
2. Words and find the main causes behind this in addition suitable ways help learners to improve their English pronunciation, so at the beginning of this research the researcher assumed that (English vowels and very
3. Difficult because inconsistent.

We find that the result supported the hypothesis because the result show that many learners encounter difficult in pronunciation of some English

4. vowel sounds from the result of the test

To conclude the study achieve the research objectives, answers its questions and mashed with its assumptions.

Aspects of this were expressed in the sense that the results succeed in drawing attention to the significant influence of acquiring phonological knowledge on the ability to master target pronunciations.

5 – 3 Recommendations:

1- The teachers are requiring giving more concentration en pronouncing English vowel sounds inside the classroom.

2- Teachers and learners of English learners should pay special attention to pronunciation.

3- The using the audio and audiovisual aid, especially language laboratories, should be give attention in teaching English pronunciation.

4- It is advice that the teachers in pre university stages have good knowledge of phonetics and phonology because this will provide abases for teachers to pronounce a word correctly and identify the physical vision which help learner's correct faulty pronunciation.

5 – 4 Suggestions for further studies:

1. Interference of the vowel sounds between Arabic and English.
2. The difficulties of pronouncing vowel sounds.

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APPENDIX (1)

Diagnostic test for Students:

Question one:

Listen and Underline the words which have long vowels.

1- Man	Fan	Calm	Camp
2- Put	Pull	Push	Park
3- Some	Come	Soon	Can
4- Feel	Hill	Bin	Rich

Question two:

Listen and Underline the words which have short vowels.

1- Food	Good	Moon	Mood
2- Card	Half	Had	Pass
3- Dam	Born	Door	Board
4- Beat	Mean	Bet	Peace

Question three:

Listen and Underline the words which have diphthongs.

1- Paid	Pain	Face	Player
2- Power	Down	Loud	House

APPENDIX (2)

Teachers Questionnaire

Please tick (√) in box which represents your opinion:

Hypothesis one:

The students of English language have difficulty in pronouncing vowel letters because they are inconsistent .

Statement:	Strongly agree	agree	Neutral	disagree	Strongly disagree
1. The students of English language confuse the vowel sounds as in " i, (pin) or "e" (pen).					
2. Some students cannot distinguish between short and long vowel sounds.					
3. English vowels are very difficult to pronounce.					
4. Pronunciation is difficult specially in vowel letters because they have more than one way of Pronunciation .					
5. Some students of English rarely practice English Pronunciation.					

Hypothesis Two

knowledge of pronouncing sounds is important for learners.

Statement:	Strongly agree	agree	Neutral	disagree	Strongly disagree
1. Language laboratory is a good source of practising correct Pronunciation.					
2. Radio and TV are good source for learning the right Pronunciation.					
3. Reference and dictionaries are concerned with learning Pronunciation .					
4. Cassettes are good sources for learning Pronunciation .					
5. Oral communication is a good source of mastering Pronunciation.					

Hypothesis Three:

There are suitable ways that can help learners to improve their Pronunciation.

Statement:	Strongly agree	agree	Neutral	disagree	Strongly disagree
1. Practicing four skills of English learning to improve the Pronunciation.					
2. Listening to audio visual .English CD, T.V chanals , sound dictionary , help students to improve their Pronunciation.					
3. Learning phonetics symbol are very useful to improve students Pronunciation.					
4. The imitation of the native speakers of English also improve the Pronunciation.					
5. English clubs can enhance students Pronunciation significantly .					