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The University of Shendi
Faculty of Graduate Studies**

Dissertation Title

**Exploring the Pronunciation problems on EFL Learners' Fluency
Implication of learning
(A Case Study of Students of Arts at Shendi University).**

**A Thesis Submitted in Fulfillment of the
Requirements for the Degree of
PhD of Arts in Applied Linguistics**

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Dedication

To my soul of my beloved father, to my family.

Acknowledgement

The supervision is an essential part in the thesis in which the thesis isn't complete without. For that, I am severely grateful to prof. Bakri Mohammed Hadidi an advisor and a guide during the period of preparation. I got benefit of his knowledge as well as the way he cooperate with his students.

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Table of Contents

No	Subject	Page
	Dedication	
	Acknowledgement	
	Table of Contents	
	List of Tables	
	List of Figures	
	Abstract (English version)	
	Abstract (Arabic version)	
1	Chapter One: Introduction	Page
1.1	Overview	
1.2	Statement of the Problem	
1.3	Questions of the Study	
1.4	Hypothesis of the Study	
1.5	Objectives of the Study	
1.6	Significance of the Study	
1.7	Methodology and Instruments	
1.8	Definition of Terms	
1.9	Organization of the Study	
2	Chapter Two: Review of Literature	Page
2.0	Overview	
2.1	pronunciation	
2.1.1	The Importance of Pronunciation	
2.1.2	Definition of Pronunciation	
2.1.3	Features of Pronunciation	
2.1.3.1	Segmental Features of Pronunciation	
2.1.3.1.1	Phonemes	
2.1.3.1.1.1	Vowels	
2.1.3.1.1.2	Consonants	
2.1.3.1.1.2	Voiced and Voiceless Consonants	
.1		
2.1.3.2	Supra-segmental Features of Pronunciation	
2.1.3.2.1	Stress	
2.1.3.2.2	Intonation	
2.1.3.2.2	Connected Speech	
2.2	Factors Affecting Pronunciation Learning	
2.2.1	2.2.1 Learner's Age	

2.2.2	Learner's Attitude	
2.2.3	Motivation	
2.3	The Importance of English Pronunciation Instruction	
2.4	The Teachers' Role in English Pronunciation Instruction	
2.5	Varieties of Language	
2.5.1	Varieties of English	
2.5.1.1	Standard English	
2.5.1.1.1	Received Pronunciation	
2.5.1.1.1.1	History of RP	
2.5.1.1.1.2	RP Today	
2.5.1.1.1.3	Types of RP	
2.5.2	On Cockney and Estuary English	
2.6	English Vowel	
2.6.1	Vowel and consonant	
2.6.2	Vowel	
2.6.2.1	Diphthongs	
2.6.2.1.1	Diphthong Centering Ending /ə/	
2.6.2.1.2	The Centering Diphthong /ɪə/	
2.6.2.1.3	Centering Diphthong /eə/	
2.6.2.1.4	Centering Diphthong /ʊə/	
2.6.2.1.5	Close Diphthongs Ending /ɪ/	
2.6.2.1.6	Close Diphthongs Ending /eɪ/	
2.6.2.1.7	Close Diphthong Ending /aɪ/	
2.6.2.1.8	Diphthongs Close Ending /ɔɪ/	
2.6.2.1.9	Closing Diphthongs Ending /ʊ/sounds	
2.6.2.1.10	Closing Diphthongs Ending /əʊ/sound	
2.6.2.1.11	Closing Diphthong ending /aʊ/	
2.6.2.2	Triphthongs	
2.7	Long Vowels, Diphthongs and Triphthongs	
2.7.1	English Long Vowels	
2.8	Pronunciation in Communication	
2.8.1	Sources of competence errors	
2.9	Errors Correction Strategies	
2.9.1	Teacher's Correction	

2.9.2	Peer's Correction	
2.9.3	Self Correction	
2.10	Factors Affecting the Pronunciation of EFL Learners	
2.10.1	The Age Factor	
2.10.2	The Amount of Exposure	
2.10.3	Phonetic Ability	
2.10.4	Personality and Attitude	
2.10.5	Motivation	
2.11	Techniques for Eliminating Pronunciation Problems of EFL Learners	
2.11.1	Initial Teaching Technique	
2.11.2	Remedial Teaching Technique	
2.11.3	Drilling Technique	
2.11.3.1	Word - association Drill	
2.11.3.2	Saturation Drill	
2.11.3.3	Illustrating a Learned Sound	
2.11.3.4	Mobility Drill	
2.11.3.5	Comparative Drill	
2.11.3.6	Substitution Drill	
2.11.3.7	Tongue Twisters	
2.12	Some features involved in English Pronunciation	
2.13	Factors Influencing ESL Pronunciation	
2.14	Difficulties in Learning English Pronunciation	
2.14.1	Affricates are Rather Complex Consonants	
2.15	Causes of Errors	
2.16	Previous Studies on Pronunciation	
	Chapter Three: Methodology	
3.0	Overview	
3.1	Sampling and Participants	
3.2	The Research Procedure	
3.3	The Study Tool	
3.4	The Study Population	
3.5	The Study Instruments	
3.5.1	Validity of the Questionnaire	
3.5.2	The Reliability of the Questionnaire	
3.6	Statistical Methods	
3.7	The Study Hypothesis Analysis	

3.7.1	The Analysis of the First Hypothesis	
3.7.2	The Analysis of the Second Hypothesis	
3.7.3	The Analysis of the Third Hypothesis	
	Chapter Four: Data Analysis	
4.0	Overview	
4.1	Analysis of Students' Test	
4.2	Analysis of the Teachers' Questionnaire	
	Chapter Five: Conclusion and Recommendations	
5.1	Findings	
5.2	Recommendations	
5.3	Suggestions for Further Researches	
	Bibliography	

List of Tables

No	Table	Page
4.1.1	Shows students pronouncing long vowels	
4.1.2	shows students' mistakes in pronouncing diphthongs	
4.1.3	Presents the difficulty that EFL learners encounters in pronouncing consonant cluster	
4.1.4	shows students' mistakes in dealing with silent letters	
4.1.5	shows diphthongs and students response to writing them	
4.1.6	shows multi-choices of transcribed diphthongs	
4.1.7	shows words and to what extent students could suggest the suitable triphthong	
4.1.8	shows the students' problems in both, the intrusive vowel and diphthongs	
4.2.1.1	Presents the students' problems in pronunciation	
4.2.1.2	Shows teachers' recommendation to students	
4.2.1.3	Shows teachers viewpoint about reviewing diphthongs and triphthongs	
4.2.1.4	Shows the teachers' focus on avoiding intrusive vowels in the students' speech	
4.2.1.5	Shows if students are required to perform role plays	
4.2.1.6	Shows teachers' presentation of phonetic rules in L1 and L2 highlighting the using of diphthong and triphthong	
4.2.1.7	Shows if the syllabus are designed to cover dialogues focusing on pronunciation	
4.2.1.8	Presents teachers' opinion about giving students gap to practice pronunciation	
4.2.1.9	Shows if the students pronounce the English words according to Oxford dictionary Transcription	
4.2.1.10	Present that if teachers generate teacher-student interaction which phonetics is put into practice	
4.2.1.11	Shows the teacher's use of phonetics exercise work sheets	
4.2.1.12	Shows teacher's opinions about pronouncing diphthong and triphthong correctly	
4.2.1.13	Shows if students make mistakes in pronouncing words such as spring, clothes, months and study	
4.2.1.14	Shows students' wrong pronunciation caused by mother tongue interference	

4.2.1.15	Shows if Teachers' pronunciation is accurate and obvious	
4.2.1.16	Shows if the students correct each other's pronunciation when speaking.	
4.2.1.17	Shows if the students have no background about the phonetic rules	
4.2.1.18	I correct student's pronunciation mistakes during the lecture.	
4.2.1.19	I recommend students to learn phonetic symbols when looking up for a word in a dictionary	
4.2.1.20	Students don't practice Oxford Dictionary word to word and the transcription.	

List of Figures

No	Figure	Page
4.2.1.1	The percentage presents the students' problems in pronunciation	
4.2.1.2	The percentage shows teachers' recommendation to students	
4.2.1.3	The percentage shows teachers viewpoint about reviewing diphthongs and triphthongs	
4.2.1.4	The percentage shows the teachers' focus on avoiding intrusive vowels in the students' speech	
4.2.1.5	The percentage shows if students are required to perform role plays	
4.2.1.6	The percentage shows teachers' presentation of phonetic rules in L1 and L2 highlighting the using of diphthong and triphthong	
4.2.1.7	The percentage shows if the syllabus are designed to cover dialogues focusing on pronunciation	
4.2.1.8	The percentage presents teachers' opinion about giving students gap to practice pronunciation	
4.2.1.9	The percentage shows if the students pronounce the English words according to Oxford dictionary Transcription	
4.2.1.10	The percentage present that if teachers generate teacher-student interaction which phonetics is put into practice	
4.2.1.11	shows the teacher's use of phonetics exercise work sheets	
4.2.1.12	The percentage shows teacher's opinions about pronouncing diphthong and triphthong correctly	
4.2.1.13	The percentage shows if students make mistakes in pronouncing words such as spring, clothes, months and study	
4.2.1.14	The percentage shows students' wrong pronunciation caused by mother tongue interference	
4.2.1.15	The percentage shows if Teachers' pronunciation is accurate and obvious	
4.2.1.16	The percentage shows if the students correct each other's pronunciation when speaking.	
4.2.1.17	The percentage shows if the students have no background about the phonetic rules	
4.2.1.18	The percentage Enquires teachers if they correct student's	

	pronunciation mistakes during the lecture.	
4.2.1.19	The percentage Enquires teachers if they recommend students to learn phonetic symbols when looking up for a word in a dictionary	
4.2.1.20	The percentage shows students practice Oxford Dictionary word to word and the transcription	

Abstract

The study verifies the pronunciation problems of using diphthongs and triphthongs among students of Arts at Shendi University whose mother tongue is Arabic, the study focuses on the interference of Arabic language on the pronunciation of specific sounds in English language.

The aim of the experimental study is to investigate the problems of pronunciation represented by using diphthongs and triphthongs, as well as consonant cluster, and to suggest some strategies that will help learners improve their pronunciation. The subjects of the study are 30 graduate students from Shendi University, Faculty of Arts. In addition to 20 teachers who have long experience in teaching the students. The instruments used for the data collection are a test distributed to students and a questionnaire to teachers. The test covers the research aspects about the study. The data was analyzed statistically and descriptively. The findings of the study revealed that the students of English whose language background is Arabic encountered by real problems in using diphthongs and triphthongs, besides consonant cluster, this caused by the interference of their mother tongue, in which none of those categories available because the students weren't vulnerable to them. The experiment of the test took place at Shendi University, Faculty of Arts, Department of English Language and Literature. The underlined research question in this study was to what degree do the EFL Learners have problems with diphthong and triphthong sounds?. Based on the findings, the research concludes that factors such as first language interference, the sound system difference between English and Arabic, in addition to the inadequacy of English sounds and spelling, are thoroughly contributed to students' inappropriate pronunciation.

All this ensures and proves that the hypotheses are true.

مستخلص البحث

تهدف هذه الرسالة إلى التحري والتحقق من مشاكل النطق التي تواجه الطلاب كاستخدام الإدغام لحرفي عله او ثلاثه، بالإضافة إلى الأصوات الثابته المتتاليه التي لا يدخل بينها حرف متحرك بالتطبيق على فصل يتكون من ثلاثين طالباً من طلاب السنة الرابعة (الخريجين) يدرسون اللغة الإنجليزية بالإضافة إلى عشرين استاذاً من ذوي الخبرة المهنية الطويلة في تدريب الطلاب وانتهج الباحث في هذه الدراسة المنهج الوصفي التحليلي مستعيناً في جمع بياناته بامتحان للطلاب واستبيان للأساتذة ويشمل الامتحان كل أوجه البحث عن النطق التي يتناولها الباحث بشكل عام وقد أجري الامتحان في جامعة شندي كلية الآداب قسم اللغة الإنجليزية والذي كان سؤاله الرئيسي المتعلق بهذه الدراسة هو لأي مدى للطلاب الذين يتعلمون اللغة الانجليزية كلغة أجنبية لديهم مشاكل في استخدام الإدغام للأصوات الثنائية والثلاثية؟

ومن خلال ذلك تأكد للباحث أن طلاب جامعة شندي كلية الآداب يواجهون مشاكل حقيقيخ في استخدام الإدغامالذي يحتوي على حرفين متحركين او ثلاثة أحرف بجانب عدم القدرة على التعامل مع الأصوات الثابته التي تتوالى وتصل في بعض الأحيان الى اكثر من ثلاثة أصوات عي اللغة الانجليزية نسبة لعدم وجودها في اللغة العربية, مع تأكيد صحة الفرضيات.

Chapter One Introduction

1.1 Overview

Pronunciation is the most important part in learning English as a foreign language. This can be observed through speaking which considered a very important part as well. Fresh graduates are unfairly judged when they fail to

impress or convince others of their capabilities due to poor pronunciation. In most cases, these students do not lack the knowledge or skills but rather they are put at a disadvantage because they do not have the language to express themselves well, including having weak pronunciation. To clarify, it is vital that students improve their pronunciation in order to present confidently, persuade others or win over prospective employers. Pronunciation plays a significant part in our personal and social life because the way we speak reflects our person, and indicates our belonging to particular communities (Seidlhofer, 2001). For university graduates, clear pronunciation during job interviews, proposal presentation, negotiation and other professional instructions is vital to ensure their successful transition into the professional world. For tertiary students, making pronunciation errors can be embarrassing especially when they are often required to make presentations and oral reports in various subjects in the higher education classroom. That is why, many are self-conscious and this in turn affects their confidence when performing. Due to what mentioned, helping university students, specifically those with low oral proficiency level to improve their pronunciation is significant.

Good pronunciation skills are essential one's ability to speak in every language. Intelligible speech requires accurate production of many factors, e.g., phonemes, stress, linking, rhythm, and intonation. Burnkart (1988) emphasized that, in addition to grammar and vocabulary, pronunciation forms the mechanical elements of speaking skill. Thus, to speak effectively, the ability to pronounce accurately is a crucial. Without appropriate pronunciation, one's grammatical rules competence and rich vocabulary does not guarantee that he is able to speak effectively. Fraser (2000, p. 7) argued that with good pronunciation, a speaker is intelligible despite his errors in other speaking sub skills (vocabulary, grammar, and pragmatics); with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas. Thornbury (2006, p. 185) accentuated, "faulty

pronunciation is one of the most common causes of misunderstanding”. Informal observations conducted by the present author in his Integrated Skills IV class revealed that pronunciation is a major impediment to communication.

1.2 Statement of the Problem:

Being a teacher more than four years, the researcher observed that EFL Learners in Faculty of Arts at the University of Shendi make mispronunciation for some common words in English, which do not match the phonetic transcription found in the English dictionary i.e. some of them insert a vowel in a consonant without a fair justification. Others do not consider the mute sounds. At the same time, the researcher found that majority of EFL Learners in Faculty of Arts rarely considers the pronunciation including diphthongs and triphthongs. Thus, the study attempts to deal with these EFL Learners’ problems, with a suggestion for solutions.

The present study is trying to investigate the difficulties that face learners of English as a foreign language (EFL). There're several problems stemmed from the immediate study, the problems elucidate what behind the effect of pronunciation in speaking. Students at Shendi University faculty of Arts and Education encounter many difficulties while learning English; some of these difficulties have to do with pronunciation i.e. they mispronounce English sounds, others have to do with speaking, the later is often caused by the first one. Hence, when students speak find difficulty to pronouncing words correctly and accurately, as a result speaking is disrupted. Those students quit speaking they fear of mispronouncing English words or sounds. Accordingly, students could hardly speak and they also hesitate to speak.

1.3 Questions of the Study:

1. To what extent do EFL Learners at university of Shendi encounter difficulties in English pronunciation related to their mother tongue?

2. To what degree do the EFL Learners have problems with diphthongs and triphthongs sounds?
3. How far do EFL Learners mismatch the standard Oxford dictionary transcription?

1.4 Hypotheses of the Study:

1. EFL Learners at Shendi University face difficulties in English pronunciation caused by the mother tongue interference.
2. The majority of EFL Learners in University of Shendi have problems with diphthongs and triphthongs sounds.
3. Most of EFL Learners in the University of Shendi mismatch the standard Oxford dictionary transcription.

1.5 Objectives of the Study:

The current study is carried out and conducted to fulfil the following aims:

- 1- To support learners who find difficulty in speaking followed by pronunciation of English sounds.
- 2- To convince and persuade the students follow certain programs and strategies, such as consulting words on a dictionary, in learning phonetics or pronunciation as well as encouraging them to speak.
- 3- To find a decisive solution for the problem of using the confusing diphthongs and triphthongs among EFL learners.
- 4- To motivate students to interest and focus in pronouncing English sounds.
- 5- To help students know the relationship between speaking and pronunciation.

1.6 Significance of the Study:

The importance of the present study comes from the importance of being accurate in English pronunciation, by shedding light on differences between the first and target language. It worth noting, those EFL learners could master English and

compete in different destinations through accurate pronunciation when speaking English Language.

1.7 Methodology and Instruments:

In current study, the data will be gathered from students (final year) at Shendi University, faculty of Arts.

The researcher will structure his research by collecting data through literature review and different sources. Also the instruments will be structured to collect the data from the research population. In addition to that, the methods used by the researcher are test and questionnaire. The researcher follows descriptive method to describe the problem and elucidate it, in addition to the analytical method to test the hypothesis of the study by using obvious statistical procedures.

1.8 Definition of Terms

1.8.1. Intonation: intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random House Unabridged English Dictionary, intonation is defined as “the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence” Firth (1992) suggested that teachers should check the following question: are the students using a suitable intonation pattern? Is a falling intonation used with WH- questions? Are the students changing pitch to indicate the major stress in a sentence?

1.8.2. Stress and rhythm: stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables in a sentence.

1.8.3. Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate

when the air in the mouth is not blocked. There are five vowel in English (a ,e ,I ,o ,u) .

1.8.4 Diphthongs: One definition of a diphthong would be a combination of vowel sounds.

1.8.5 Phonetics: is the study and classification of speech sounds.

1.8.6 Pronunciation: the way in which a word or letter is said, or said correctly, or the way in which a language is spoken.

1.8.7 Foreign language: any language other than that spoken by people of specific place.

1.8.8 EFL abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

1.8.9 The scope of the study:

Definitely, each study has its own scale and scope, but the present study is limited to certain learners at Shendi University both, faculty of Arts and Education final-year. The study will examine the pronunciation difficulties while speaking, besides the use of English sounds.

1.9 Organization of the study:

The study is divided into five chapters; the first chapter includes the introduction, which involves statement of the problem, significance of the study, questions of the study, hypothesis of the study, methodology, methodology and scope of the study. Chapter two introduces literature review about pronunciation. Chapter three describes the method of the research as well as data collection. Chapter four presents results and analysis chapter five shows the findings and recommendations.

Chapter Two

Review of Literature

2.0 Overview

This chapter covers the theoretical background of the study, which deals with pronunciation in English language, and the obstacles that face them.

The chapter deals with some previous studies in the field.

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys an idea about ourselves to the people we are surrounded by. Learners' with good pronunciation are more likely to be understood even if they make errors in other areas such as grammar. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless' sounds.

2.1 Pronunciation

2.1.1 The Importance of Pronunciation

In our life, any communication process requires that the speaker and the listener understand each other, otherwise it goes wrong. One of the most important factors to ensure effective communication is good pronunciation, in which we guarantee that speaking is spontaneous without and without it speaking accurately seems difficult. Having a good knowledge of grammar and lexis is important, but a good pronunciation is essential and can cover weaknesses and shortcomings in others aspects of language.

Pronunciation includes two major components: segmental features, that is, vowel and consonant sounds, and suprasegmental features, also known as

prosody. Pennington (1989) defines prosody as "the patterns in individual words of stress, pitch, tone, and rhythm and the intonational patterns of longer utterances" (Pennington, 1989, p. 22). Like other EFL skills, good pronunciation helps learners with their communicative efficiency. Kriedler (1989), states that correct and clear pronunciation is important in language learning, since without it, learners might not be understood and may be poorly perceived by other English speakers. Morley (1998) also argues that pronunciation plays an important role in helping learners to become more intelligible speakers. She adds that limited pronunciation skills can make learners lose their self-confidence, and may have a negative influence on them when estimating their credibility and abilities. Fraser (1999, 2000) also claims that poor pronunciation could, in turn, condemn learners to lower social, academic and work advancement than they deserve. Consequently, Morley (1998) stresses the importance of teaching pronunciation, arguing that tutors should work as "Attitudes As previously noted, attitudes play a crucial role in the process of language learning, as they appear to affect the success or failure of students. Gardner (1985) maintains that motivation to learn a FL is determined by basic predispositions and personality characteristics, such as the learner's attitude towards foreign people in general, and towards the target group and language in particular. Karahan (2007) holds that positive attitudes will support learners striving to learn EFL. The next sections focus on two significant aspects of attitude concerning FL learning: attitudes towards correct pronunciation, and attitudes towards podcasts. Attitudes towards Pronunciation, various studies have verified that most EFL learners are not satisfied with their pronunciation skills and dream of speaking English fluently (Derwing & Rossiter, 2002). One of the earliest studies by Guiora et al. (1972) concludes that the psychological demands of FL learning are related to pronunciation skills,

and they argue that pronunciation is the most outstanding expression of language ability; the hardest skill to acquire in a new language, and the most difficult aspect to lose in one's native language. Elliot (1995) found that subjects' attitude towards pronunciation, as measured by the Pronunciation Attitude Inventory (PAI), is the principal variable in relation to target language pronunciation. Elliot's study is built on earlier research by Suter (1976), who concluded that students who are more concerned with their pronunciation display better pronunciation of English. In a study conducted by Derwing (2003), more than half of the interviewees felt that they would receive more respect if they were able to pronounce English better. Attitudes towards Pronunciation-specific Podcasting Ducate and Lomicka (2009) conducted a study to examine the effects of using podcasts to improve pronunciation in L2 learning, and looked at how students' attitudes towards pronunciation changed over the course of a semester. The study included 22 participants enrolled on intermediate German and French courses. They completed a pre- and post-survey based on Elliott's (1995) Pronunciation Attitude Inventory to assess their perspectives regarding pronunciation. The study reveals that students found the podcast project positive and enjoyable. In another study, Tavales and Skevoulis (2006) suggest that students, with the help of podcasts, could record themselves or native speakers and then engage in listening practice as they focused on pronunciation, grammar use or intonation. The results show an enhancement in their pronunciation. Jessica and Anne (2010) point out that there are numerous benefits from integrating podcasts into a pronunciation course, including the opportunity for learners to recycle the course material pronunciation coaches" when the students are initially receptive to learning in this area.

By reformulating the content in their own words and in an original format. They assert that integrating podcasting into any course is one way of drawing the learner's attention towards the importance of accurate pronunciation. Lee and Chan (2007) conducted a study with 18 students studying information technology. After listening to three to five minute podcasts over the course of a semester, the students participated in a survey which indicated that they perceived listening to the podcasts as being worthwhile and enjoyable.

In foreign language learning learners usually find the target language pronunciation difficult because the new sounds do not always correspond to the ones in their mother tongue. As it is a hard issue to tackle with for many teachers and learners, some people claim that it needs to be presented explicitly. That is to say, intentional teaching of pronunciation would help learners overcome the anxiety in oral communication that mostly derives from the lack of correct pronunciation. In his research, Nakazawa (2012) states that especially university level students feel anxious and they are afraid of making mistakes while pronouncing the words, and they mostly confess that they get embarrassed when speaking because of the possibility of making mistakes in pronunciation. However, one of the key factors in foreign language teaching is creating a "stress-free environment" and lowering learners' anxiety as much as possible (Krashen, 1982). Furthermore, it is advocated that if the learner is too stressed, s/he cannot learn the language as s/he cannot receive the comprehensible input because of the anxiety, which is characterized as "affective filter" (Krashen, 1982). We all know that in foreign language learning atmosphere, affective filter plays an important role for producing correct pronunciation; learners cannot improve themselves because of the fear of making mistakes in front of the others. Although it is regarded as an important component of foreign language teaching, it is seen that not too much

attention has been paid to this phenomenon adequately. Deng et al., (2009) believe that pronunciation is not an aspect of SLA that takes an academic attention. The research proves that the number of the researches conducted to find out the attitudes of learners is limited (Burgess and Spencer, 2000; Derwing, 2010; Foote, Tracey & Derwing, 2010; Elliott, 1995). Burgess and Spencer (2000) carried out a research about the attitudes of instructors in the UK, the results showed that instructors found pronunciation difficult to teach and stated that learners especially had problems about the sounds that were not existent in their L1. Derwing (2010) found through his study that 53 % of the participants thought that “Canadians would respect them more.” if they are good at pronunciation. Thus, the results prove that articulating the correct pronunciation in target language may show the social status of the people or their educational background. As people do not want to be seen different from the rest of the group, they would like to pronounce in a native-like way as much as they can. Another finding of the study of Foote, Tracey & Derwing (2010) reveals that 75 % of the instructors wished they could be trained, and said “Too many teachers avoid teaching pronunciation because they lack confidence in their own ability to succeed it”. While presenting and learning the target language, motivation, undoubtedly, needs to be taken into consideration. Dörnyei (1998) shows the importance of motivation and makes it clear by saying “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals.” (p. 117). That is to say, it becomes incredibly difficult to teach if the learners do not want to learn and they use their mental blocks by doing so. Elliott (1995) found out in his study that learners who are concerned with their pronunciation had better pronunciation skills. The same finding was also obtained in Suter’s (1976) study. As communication is the main goal for many foreign language learners,

it is true to state that learners should be careful about their pronunciation; pay utmost attention to its correct production; and try to improve their overall pronunciation skills. In order to attain all these goals, they need to be encouraged and motivated as required. Brown (2001) defines motivation as two opposing camps: one of these stresses the importance of rewards and reinforcement, and the other states the cognitive process in a deeper sense. Writing in the same context, Gass & Selinker (2008) believe that individuals who are motivated will learn another language faster and to a great degree. The other factor that has a great influence on the correct pronunciation is age of the learners, which is considered as a predictor of acquiring foreign language pronunciation (Granena & Long, 2012). In this vein, Nunan (1998) states that in human life there is a period during which language can be acquired more easily and after that period it becomes much more difficult which is originally suggested by Lenneberg in his Critical Period Hypothesis, (1967). In Turkish students learning English language context, Demirezen (2010) notes that some sounds are difficult for Turkish learners to articulate as they do not exist in the Turkish sound inventory. Negative language transfer from mother tongue can harm the communication, especially when talking to native speakers of English. While talking to non-native speakers of English, as in many classrooms in Turkey, it may not bring about a problem, because all learners go through the same learning stages. English language teachers whose mother tongue is Turkish should be careful so as to be a good model. Hismanoglu (2009) maintains that non-native teachers of English in Turkey do not have phonological competence to teach pronunciation clearly. Teachers' inability results in failure for their learners' competence, too. Pronunciation reveals the person's background if s/he speaks with a foreign accent. Some linguists favour having a foreign accent as they accept it as a part of their identity, while some

others do not, considering the fact that negative foreign accent places speakers in a disadvantaged position (Morley, 1991). 1.2. Purpose of the students.

2.1.2 Definition of Pronunciation

Pronunciation has several definitions, those definitions handled by different linguists.

Pronunciation is the production of sounds of a particular language. It can also be defined as the way people utter words. A good pronunciation facilitates the understanding of speakers so it is a very important aspect in oral communication. When talking about pronunciation, one has to think about word stress, sentence stress and intonation since they are the most important elements that lead to an intelligible spoken English.

Richard et al. (2002) define the word pronunciation as follows : ‘pronunciation (also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level as well as supra-segmental features such as stress, rhythm and intonation’ (p. 84). That is to say, pronunciation takes place when all of the features, both segmental and supra-segmental, take part in the process. Frazer (2000) says that speakers having an accurate pronunciation are easily understood even if they make other errors. However, others having a bad pronunciation do really suffer to be understood despite accuracy in other language areas. As a detailed and comprehensive definition, Seidlhofer (1995) suggests that pronunciation is:

The production and perception of the significant sounds in a particular language in order to achieve meaning in the contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of ‘speech melody’, or intonation. Also, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall

loudness. Whenever we say something, all these aspects are present simultaneously from the very start, even in two-syllable utterances such as Hello (p. 87).

That is to say, pronunciation involves all the features even if with the pronunciation of very simple words.

2.1.3 Features of Pronunciation

Achieving intelligibility requires a full consideration of both segmental and suprasegmental language features since they are the essential elements of an accurate pronunciation. So when learners are aware of and understand what these features mean, they are on the right way to acquire a good pronunciation

2.1.3.1 Segmental Features of Pronunciation

As the name implies, are features of speech which generally apply to groups of segments, or phonemes. Commonly the features which important in English are stress, intonation, and how change in sounds occurs in connected speech. With regard to individual words, identify and teach word stress. Usually one syllable in a word will sound more prominent than the other, as in PaPer, or BoTtle. The stresses in words are usually indicated in dictionaries. With regard to utterances, analyze and teach intonation as well as stress, although they can at time be quite hard to consciously recognize and to describe. Stress given rhythm to speech. One or more words within each utterance are selected by speaker as worthy of stressing, and thus made prominent to the listener. Intonation, on the other hand, is the way in with pitch of the voice goes up and down in the course of an utterance. Utterance stress and intonation pattern are often linked to the communication of meaning. People use the same speech organs to produce the sounds, become accustomed to producing. People speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. The nasal cavity comes play into play for certain sounds, and the movement of the lower jaw is also important. Articulation happen when the airstream is interrupted, shaped, restricted or diverted.

2.1.3.1.1 Phonemes

A phoneme is defined by Crystal (2008) as follows: “the minimal unit in the sound system of a language” (p. 36). It is the smallest sound unit of any language. Different phonemes mean different pronunciations. That is to say, if two words have at least two different phonemes, they necessarily have different pronunciations. For example, the words cure and pure differ in their first phonemes /k/ and /p/. With 20 vowels and 24 consonants, English language has 44 phonemes.

2.1.3.1.1.1 Vowels

According to Roach (1991), vowels are speech sounds which cause no obstacle to the flow of the air when they are produced. Vowels in English are of three categories. There are single vowel sounds like the /ʌ/ in “love” and the /æ/ in “man”, diphthongs which are a combination of two vowel sounds pronounced successively like the /eə/ in “air” and /ɪə/ in “here”, and finally triphthongs which are a combination of a diphthong and the vowel sound /ə/. The word “hour” is an example of a triphthong /aʊə/. Single vowels are in their turn divided into short single vowels and long single vowels. There are seven short vowel sounds which are /ə/, /e/, /æ/, /ʌ/, /ɪ/, /ʊ/ and /ɒ/, and five long vowel sounds which are /ɑ:/, /ɔ:/, /u:/, /ɜ:/ and /i:/.

2.1.3.1.1.2 Consonants

Consonants are speech sounds which are produced with either a full or a partial blockage of the airstream coming from the lungs (Crystal, 2008). Consonants in English are of two main categories: voiced and voiceless.

2.1.3.1.1.2.1 Voiced and Voiceless Consonants

According to Crystal (2008), when producing a voiced consonant, one should feel his vocal cords vibrate such as the consonants /v/ and /d/. However, when there is no vibration in the vocal cords, one is producing a voiceless

consonant like the consonants /t/ and /θ/. The following chart summarizes what have been talked about above concerning phonemes.

2.1.3.2 Supra-segmental Features of Pronunciation

2.1.3.2.1 Stress

The term stress in phonology refers to the extra emphasis used when speaking a particular syllable in a word or a particular word in a sentence. That is to say, in every word, specific syllables are given much importance when they are uttered as well as particular words in a sentence. Hence, there are stressed and unstressed syllables and words. Another definition is provided by Harmer (2001) who says that a stress is the point in an utterance when someone, intentionally, changes the length of the vowel, raises the pitch of the voice and increases the voice volume. It should be noted that multi-syllable words may contain more than one stress .i.e., primary and secondary stress. Therefore, one will find it too easy to deal with the stress of one-syllable words. Whereas, he, she will find hindrances, while trying to identify the stress of multi-syllable words. There are some cases when the stress placement is easily predicted without making any efforts. For example, two-syllable words having the “schwa” sound, which is never stressed, in one of the syllables, so the stress will automatically be placed on the other syllable containing no ‘schwa’ like the word ‘again’. The syllable which is stressed is /gen/ since /ə/ is always unstressed.

2.1.3.2.2 Intonation

It has been said before that pronunciation is the way sounds are produced. Intonation, however, is the way utterances are pronounced to express a particular meaning. The term intonation is defined by Crystal (2008) as follows: “a term

used in the study of supra-segmental phonology, referring to the distinctive use of patterns of pitch, or melody” (p. 252). Intonation “performs several functions in language. Its most important function is a signal of grammatical structure, where it performs a role similar to punctuation in writing” (Crystal, 2008, p. 253). In summary, all of these features should be exposed to learners as a part of pronunciation teaching which is very important.

2.1.3.2.3 Connected Speech

Connected speech is spoken language that's used in a continuous sequence, as in normal conversations. Also called connected discourse. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. Based on (Damico, Nicole Müller 2008)“Connected speech is more than just a string of individual target segments joined together in series, since each segment is liable to influence the segments that surround it”. The precise form that these influences take is determined by the particular language in question, and so the phonology of connected speech is part of the phonology of the language that the child has to master...." It would be wrong to imagine that the stress pattern is always fixed and unchanging in English words. Stress position may vary for one of two reasons: either as a result of the stress on other words occurring next to the word in question or because not all speakers agree on the placement of stress in some words. The former case is an aspect of connected speech. The main effect is that the stress on a final-stressed compound tends to move to a preceding syllable and change to secondary stress if the following word begins with a strongly stressed syllable (Roach 2009).

2.2 Factors Affecting Pronunciation Learning

Teachers of English as a foreign language undoubtedly encounter hindrances when trying to teach pronunciation of the target language to learners. They,

teachers, must consider a lot of factors that may influence the process of pronunciation learning. Why do some learners do better at acquiring the proper pronunciation than others? Five main factors may possibly answer this question:

2.2.1 Learner's Age

The age of the learner is a major determinant that affects the acquisition of an accurate pronunciation. The older the learners are, the more difficult for them to learn a correct pronunciation (Zhang, 2009). Nevertheless, this claim should not prevent adult learners from trying to enhance their pronunciation provided that they work hard since the brain's capacity to learn weakens as they age. Another proof that supports the claim that age may affect pronunciation learning is the so called the critical period hypothesis which believes that learning a language before puberty age will have better results and vice versa.

2.2.2 Learner's Attitude

Learners' attitudes towards the language they are learning may either help or obstruct the development of the target language. In other words, if a learner has a positive attitude towards the English language, he or she will learn it faster and therefore will be able to acquire a correct pronunciation. Learners with a negative attitude, however, may fail to learn an accurate pronunciation. Learners' attitude towards the target language has a relation with identity. Sedláčková (2009) claims that learners who strongly stick to the identity of their native country, will have no will to develop the target language's skills.

2.2.3 Motivation

Motivation seems to be a very important factor which affects the process of pronunciation learning. Learners who are motivated learn better than those who show no interest. That is to say, if a learner has a strong will to make efforts to improve his pronunciation, improvement will certainly take place. According to

ETEA (2014), various motivational factors may lead learners to try to improve their pronunciation. Firstly, learners have a desire to incorporate in the target language community. Secondly, they need to be understood by their teachers. In addition, they want to improve their employment prospective. Finally, they want to develop their communication skills.

The Goal of English Pronunciation Instruction According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Celce-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation. Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation. Morley (1994) expressed that an accent that is too different from a known standard can become confusing; therefore, it is suggested

that learners' accents become close to a standard variety. If a speaker has a heavy English accent, this may cause negative judgments about his/her personality and competence. If learners need not to pronounce like native speakers of English and at the same time they need to have an accent that is near to a known standard, then what English models can a teacher use with his/her students? James (2010) answered the above question and stated that there are different kinds of models that can be found for teaching and learning English pronunciation. One can turn on his/her TV and find channels such as CNN International, BBC, or Sky News. These channels help one hear many different people from Germany, France, and the other non English-speaking countries. All of these channels have acceptable pronunciation and this will facilitate the process of persons' understanding. According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively. According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been demonstrated by some researchers. Morley (1991) said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction.

Pourhosein Gilakjani (2012) expressed that English pronunciation is one of the least favorite areas for teachers to teach in their classes. Morley (1991) also said that intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. Hismanoglu and Hismanoglu (2011) declared that many teachers try to teach grammar, vocabulary, and the four language skills for their learners without incorporating English pronunciation into their curriculum.

2.3 The Importance of English Pronunciation Instruction

Teachers should instruct their students to learn and practice pronunciation, a lot of them neglect that, according to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important. Harmer (2001) emphasized that the main aim of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain. Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English. But they make a big mistake. There are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to ‘bad English.’ Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom is not a real situation and it just takes place at school and students do not have an opportunity to talk to native speakers (Harmer, 2001). Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to

grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners (Harmer, 2001). According to Harmer (2001), the lack of high quality, suitable teaching and learning materials and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction. Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly. Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success. Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly. Harmer (2001) also emphasized that through pronunciation instruction;

students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds causes learners aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility. According to Kenworthy (1987), some teachers state that pronunciation instruction cannot be useful because only a few learners will be able to get native-like pronunciation. We should know that native-like pronunciation may be an ideal goal only for some learners and not for all learners. Intelligibility is a logical aim for the majority of learners. Harmer (2001) stated that learners can rarely achieve 'perfect' pronunciation. Some of them do not like to pronounce

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1, No. 1; 2016 like native speakers and they like to retain their foreign accent because it is a part of their identity. Native-like like native speakers and they like to retain their foreign accent because it is a part of their identity. Native-like pronunciation may be an inappropriate goal for most learners. Understandable pronunciation should be one of the basic aims of language learners. Pronunciation instruction has some realistic aims that need to be emphasized in order to develop communicative competence. According to Wrembel (2002), these aims are:

- 1) Functional intelligibility-developing spoken English that is easy to understand for listeners;
- 2) Functional communicability-developing spoken language that meets communicative needs;
- 3) Increased self-confidence-developing a positive self-image; and
- 4) speech-monitoring abilities and speech modification strategies-that will allow students to develop intelligibility, communicability and confidence outside the classroom. According to Butler-Pascoe and Wiburg (2003), the goals of teaching

pronunciation are to develop English that is easy to understand and not confusing to the listener, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class.

2.4 The Teachers' Role in English Pronunciation Instruction

Teachers play a significant role in English pronunciation instructions, so as to make easy for learners to learn pronunciation and train them to pronounce and transcribe as much as possible, as claimed by many linguists and writers who handles this topic as claimed by Morley (1991) that teachers do not teach but facilitate learners' learning pronunciation. The role of teachers is like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of checking and guiding modifications of spoken English at two levels (a) speech production, and (b) speech performance. According to Morley (1991), teachers perform pronunciation diagnostic analyses and select those aspects that can have a great effect on changing the speech of learners toward increased comprehensibility, assist learners in setting both long-range and short-term objectives, develop a lot of instructional modes and modules (e.g., whole-class instruction, small-group work, individual one-on-one tutorial sessions; prerecorded audio and/or video materials; work with new computer program speech analysis systems), structure in-class speaking and listening activities with invited native speakers and non-native speakers of English., provide models, cues, and suggestions for modifications of elements in the speech patterning for all learners, monitor learners' speech production and speech performance and evaluate pattern changes as a continuous part of the program, and persuade learners' speech awareness and realistic self-monitoring.

2.5 Varieties of Language

2.5.1 Varieties of English

Language varies in many different aspects. Varieties of language refer to the differences in the systems of a language that emerge from social, historical, geographic, social, and other changes. In other words, a language variety is “a system of linguistic expression whose use is governed by situational variables” (Crystal 2008: 509). A dialect is governed by regional or social distinctiveness and is identified by particular vocabulary, pronunciation, and grammatical structures. Crystal (2008) states that languages develop dialects when they are used by a large number of speakers and if there are “geographical barriers separating groups of people from each other or [...] divisions of social class” (2008: 509). All people speak a dialect. A group of people who speak a certain dialect is often referred to as a speech community. A language variety that is defined on social grounds is called a sociolect. It primarily applies to a particular social class of people or to an occupational group. A regional dialect or regiolect, conversely, describes the language spoken in a particular geographic area. An idiolect is the individual and unique use of language restricted to a single speaker. This term implies an awareness that each individual speaks in a different manner in terms of vocabulary, grammar, pronunciation, and levels or styles of language use. An accent refers to pronunciation only. An accent may be considered to be a spoken representation of a dialect because it reflects “those features of pronunciation which identify where a person is from, regionally or socially” (Crystal 2008: 3). As all people speak a dialect, all people have an accent. A predominating dialect may become the official or standard form of the language. Often it is referred to as a prestige variety or, as Crystal (2008) calls it, an “institutionalized form” (2008: 450), the term which is used in the mass media, foreign language teaching, etc. Nonstandard varieties,

consequently, are defined as dialects which “do not conform to this norm” (Crystal 2008: 450).

2.5.1.1 Standard English

Every language varies and changes across the different ages, from old to standard language. Internationally, there are many varieties of English as it is spoken worldwide as a first or a second official language. As a first language, it is spoken in the United Kingdom, the United States of America, Canada, Ireland, Australia, New Zealand, South Africa, and some islands in Central America. Today all English-speaking nations have their own national varieties of English. A national variety is defined as the speech of a nation, e.g. British English, American English, Australian English, Canadian English, etc. Each national variety holds its standardized language as Standard English, General American, etc. This course is based on Standard English (SE), the norm of British English. Trudgill (1999) calls SE “the most important dialect in the English-speaking world from a social, intellectual and cultural point of view” (1999: 123). SE is not regionally based, but instead, it is a purely social dialect. It is the variety of English associated with high status, promoted by educational institutions, used in government, law courts, the church, and media. It is used for printed texts and formal speeches. The linguistic features of this standard variety, however, are matters of grammar and vocabulary, but not pronunciation. As a result, SE is spoken in various accents that vary according to their regional origin, and the social group, or ethnicity of the speaker. The accent which is most often associated with SE is known as Received Pronunciation.

2.5.1.1.1 Received Pronunciation

Received Pronunciation (RP) is the pronunciation that is associated with the educated, typically the middle and upper classes of the community. As with the SE dialect, RP is also identified not so much with a geographical region as with a

certain social group. It has connotations of prestige and authority and is an indicator of formal speech. Various terms for RP include The Queen’s English, Public School Accent, Oxford English, BBC English, the accent of the Court, etc. All the expressions mentioned above reflect important historical and social aspects of RP.

2.5.1.1.1.1 History of RP

The historical origins of SE can be traced back to the 16th century (Fisher, 1993) when prestige and authority became attached to one accent, particularly the accent used by the court and the central administration in London. Being the language of the educated “upper social class” people, this pronunciation was perceived as the correct and accepted version, whereas other accents were treated as corrupted forms of the norm.

The 19th century saw a flowering of the prestige public schools and this contributed greatly to the growing importance placed on the accepted accent. During the course of the century, the royal family and the upper-class members of the society, attended boarding schools such as Eton, Winchester, Harrow, Charterhouse, Westminster, or Rugby, and they graduated from Oxford and Cambridge Universities. The prestigious accent they used gained a unique status and “became the kind of pronunciation passed down from one educated generation to the next” (Crystal 2004: 3). The term “Received Pronunciation” was proposed in 1869 by the linguist A. J. Ellis; however it was not a widely used term until the phonetician D. Jones adopted it in the second edition of the English Pronouncing Dictionary in 1924. RP probably received its most accepted status in 1922 when it was adopted as the British Broadcasting Cooperation (BBC) broadcasting standard. The BBC only employed announcers and newsreaders who were RP speakers. To supplement its language policy, the BBC Advisory Committee on Spoken English was established in 1926. After World War II, it was renamed “the BBC

Pronunciation Unit”, and its authority diminished to that of providing guidelines to newsreaders on the pronunciation of geographical and personal names. The unit still functions today, although modern BBC newsreaders and announcers more often speak in mild local accents and modified RP rather than in its pure form. Moreover, the BBC Overseas Service has taken to using a number of newsreaders from regional stations whose English, by British standards, has a strong foreign accent. Nevertheless, Roach (2009) claims the BBC is still respected by many people in Britain and abroad as a model of good English and can still be classed as BBC English.

2.5.1.1.1.2 RP Today

Recent estimates suggest only 3-5% of the UK population speaks RP today. Despite its statistical insignificance, it is still the language of the educated, the most widely studied, and the most frequently described variety of spoken English in the world. Moreover, as England is a place where a person’s accent still represents an important index as to the social and educational background of the speaker, RP still maintains its high status. As well as being a prestigious accent, RP is also a concept in phonetics. Phonemic transcriptions in dictionaries are based on this particular accent, and it serves as a standard for EFL learners in Europe. Therefore, the current social and linguistic status of RP is of special relevance to EFL university students. Moreover, in the field of accent studies, RP is widely used as a reference accent for comparison with other varieties.

2.5.1.1.1.3 Types of RP

RP, like all accents, changes constantly and incorporates new phenomena, while others are lost. Consequently, different subtypes of RP can be distinguished, which are more or less conservative or progressive, and which are spoken by different age groups. Gimson and Cruttenden (2008) identify three main types of RP:

- A. Conservative RP, which is the most resistant to change and is characteristic of older generations. It is traditionally used by certain professions or social groups;
- B. General RP, which is commonly defined as the pronunciation adopted by the BBC and is the type most commonly in use;
- C. Advanced RP, which typifies attempts to change and is chiefly used by young people of exclusive social groups. Wells (1982) makes a similar distinction by reducing the number to two types:
- D. Mainstream RP, which largely corresponds to general RP and is the unmarked and modern type of RP, traditionally spoken by BBC newsreaders.
- E. Upper-Crust RP, which is a more conservative and old-fashioned type of RP, mostly associated with elderly people, the upper class, or the members of the royal family.

It is also common to distinguish between RP and what Wells (1982) calls Near-RP accents. These are close to Mainstream RP but accommodate mild regionalisms and therefore do not fall completely within the boundaries of RP.

2.5.2 On Cockney and Estuary English

Cockney is a British accent, which originated in the East End of London. It is often associated with London's working class, and originally attributed to those who were "born within the sound of Bow Bells" (Wells 1982: 302), i.e. the bells of Saint Mary-le-Bow Church in Cheapside in London. For some time, the Cockney accent was scorned and regarded as inferior. However, it is currently an accent trending among middle-class Londoners. McArthur and McArthur (2005) indicate the following pronunciation features typified for Cockney accent: glottal stops (see p. 43), /l/ vocalization (see p. 43), th-fronting (/v/ and /f/ sounds instead of /θ/ and /ð/), and other phonetic features that have become characteristic in and around London and are notably favored by the young. Estuary English (EE) is the term, which seems to best reflect the predominant modern accent in London. EE seems

to comprise both the prestige of RP and the back-to-modern features of working-class Cockney. Rosewarne (1994: 3) calls it “the accent between Cockney and the Queen.” EE “supposedly originated in the counties adjacent to the estuary of the River Thames” (Crystal 2008: 173), and thus displays the influence of London regional speech. Rosewarne (1994) claims that this form of speech is a new sort of standard, which has replaced RP and is favored by the young upwardly mobile people in all spheres of life, including professionals. Roach (2009) states that EE is not really an accent, but more a modern deviation from RP used in the London area and characterized by glottal stops and /l/ vocalization.

2.6 English Vowel

Generally, English vowels divided into three types; that are pure vowels, diphthongs and triphthongs. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly 2001). Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the, mouth are caused by different positions of the tongue and of the lips.

2.6.1 Vowel and consonant

The words vowel and consonant 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. The most common view is that vowels are sounds 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 a patient’s mouth often asks them to say but practically no cases where a vowel may follow. What we are doing here is looking at the different contexts and positions in which particular sounds can occur; this is the study of the distribution of the sounds, and is of great importance in phonology. Study of the sounds found at the beginning and end of English words has shown that two groups of sounds with quite different patterns of distribution can be

identified, and these two groups are those of vowel and consonant. If we look at the vowel—consonant distinction in this way, we must say that the most important difference between vowel and consonant is not the way that they are made, but their different distributions. It is important to remember that the distribution of vowels and consonants is different for each language. We begin the study of English sounds in this course by looking at vowels, and it is necessary to say something about vowels in general before turning to the vowels of English. 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 usual to simplify the very complex possibilities by describing just two things: firstly, the vertical distance between the upper surface of the tongue and 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 tilt 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 *ae* 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 *ae* is a difference of tongue height, and we would describe *i:* as a relatively close vowel and *ae* as a relatively open vowel. Tongue height can be changed by moving the tongue up or down, or moving the lower jaw up or down.

ii) In making the two vowels described above, it is the front part of the tongue that is raised. We could therefore describe *i:* and *ae* as comparatively front 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 ‘calm’, which we write phonetically as *a:*, you can see that the back of the tongue is raised.

Compare this with age in front of a mirror; as is a front vowel and a: is a back vowel. The vowel in 'too' (u :) is also a comparatively back vowel, but compared with a: it is close.

However, this diagram is rather inaccurate. Phoneticians need a very accurate way of classifying vowels, and have developed a set of vowels which are arranged in a close-open, front-back diagram similar to the one above but which are not the vowels of any particular language. These cardinal vowels are a standard reference system, and people being trained in phonetics at an advanced level have to learn to make them accurately and recognize them correctly. If you learn the cardinal vowels, you are not learning to make English sounds, but you are learning about the range of vowels that the human vocal apparatus can make, and also learning a useful way of describing, classifying and comparing vowels.

Cardinal vowel no. 1 has the symbol [i], and is defined as the vowel which is as close and as front as it is possible to make a vowel without obstructing the flow of air enough to produce friction noise; friction noise is the hissing sound that one hears in consonants like s or f. Cardinal When you are familiar with these extreme vowels, you have (as mentioned above) learned a way of describing, classifying and comparing vowels. There is another important variable of vowel quality, and that is lip-position. Although the lips can have many different shapes and positions, we will at this stage consider only three possibilities. These are:

- i)** Rounded, where the corners of the lips are brought towards each other and the lips pushed forwards. This is most clearly seen in cardinal vowel no. 8 [u].
- ii)** Spread, with the corners of the lips moved away from each other, as for a smile. This is most clearly seen in cardinal vowel no. 1 [i].
- iii)** Neutral, where the lips are not noticeably rounded or spread. The noise most English people make when they are hesitating (written er5) has neutral lip position.

2.6.2 Vowel

One of speech sound that is always produced by people is vowel. Vowel is mostly pronounce in Arabic and Italian more than English, because in English we find the consonant cluster which doesn't allow the intervention of vowels between consonants, but in Arabic language we don't find more than two consonant clusters, because each consonant is accompanied by a vowel. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly 2001). Vowels are made by voiced air passing though different mouth-shapes; the differences in the shape of them, mouth are caused by different positions of the tongue and of the lips. It is easy to see and feel the lip differences, but it is very difficult to see or feel the tongue differences, and that is why a detailed description of the tongue position for certain vowel does not really help us to pronounce it well. Vowels must be learned by listening and imitating, so spend some of your listening time on the vowels. Vowels are those unit which functions at the center of syllable. From a phonetic point of view, vowels are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs come so close together that can hear the sound of the air passing between them.

2.6.2.1 Diphthongs

Diphthongs is another issue, Arabic has no diphthongs and French language as well, but English has diphthongs, this why Arab learners make mistakes and turn diphthongs to long vowels. A crude definition of a diphthong might be 'a combination of two vowel sounds'. A slightly closer analysis shows that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. The first sound in each phoneme is longer and louder than the second in English, but not in all languages. If listen to the word house (the diphthong in question is /aʊ/), it hear that /a/ part of the sound is longer than the final /ʊ/ part. If people attempt making the /ʊ/ longer, it will hear the difference. Close vowels, for

close vowels the tongue is quite high in the mouth represents the height of the tongue, and also the part of the tongue which is raised.

2.6.2.1.1 Diphthong Centering Ending /ə/

2.6.2.1.2 The Centering Diphthong /ɪə/.

This diphthong sound is a central position; the tongue moves from /ɪ/ towards the position of the vowel /ə/. The lips position changes from neutral to a bit round. The jaws are narrow at the beginning and then increase. (See figure 2). Example of this /ɪə/ sounds as in fear, dear, clear, ear and here.

2.6.2.1.3 Centering Diphthong /eə/.

This English diphthong glide /eə/ we can say that it is centering, the tongue starts near half-open position and then moves to vowel /ə/towards the vowel /e/. The lips are in a neutral shape. The jaws are medium as in there, prepare, stair, bare and bear and hair. See (figure 3) below

2.6.2.1.4 Centering Diphthong /ʊə/.

The diphthong /ʊə/ is from the back half-close position, the tongue moves from /ʊ/ to the direction of the vowel /ə/. The lips change from loosely rounded to neutral. The jaws are medium in the beginning and then increasing. (See figure 3). Examples as in Europe, mature, secure, poor, your, pure, and manicure.

2.6.2.1.5 Close Diphthongs Ending /ɪ/.

2.6.2.1.6 Close Diphthongs Ending /eɪ/.

This type of English diphthong /eɪ/ is close narrow, and the position of front half open/e/. The tongue moves from the central direction /ɪ/. The lips spread and more open at the beginning and then end.

2.6.2.1.7 Close Diphthong Ending /aɪ/.

In this English diphthong /aɪ/ the tongue starts from open central and moves toward vowel /ɪ/ to build /aɪ/ diphthong. The lips are changed from neutral to spread position during the pronunciation. The jaws start wide and endless. As in pride, type, rice, like and fight.

2.6.2.1.8 Diphthongs Close Ending /ɔɪ/.

This diphthong /ɔɪ/ in the position of a rounded half- open back vowel, the front of the tongue raises near back half open position and moves from /ɔ/ towards vowel the direction of /ɪ/. The lips still open and then spread. The jaws start wide and then become less. As in employ, avoid, oil, lawyer, and spoil.

2.6.2.1.9 Closing Diphthongs Ending /ʊ/sounds.

2.6.2.1.10 Closing Diphthongs Ending /əʊ/sound.

This English glide starts at the central position of vowel /ə/ and moves in the direction of the vowel /ʊ/ the tongue position is near half-close, lips are rounded and the jaws are medium. We can find this diphthong in words as in do, foe, boat, coast, low, know and toe.

2.6.2.1.11 Closing Diphthong Ending /aʊ/.

This English diphthong is close wide, it starts between back and front open position, and the tongue moves from /a/ in the direction of /ʊ/ vowel. The lips are neutral at the beginning and rounded at the end. The jaws are wide as in words owl, out, loud, how and cow.

2.6.2.2 Triphthongs

Triphthong is also what distinguishes English, like diphthongs, we don't find triphthongs in Arabic language that's why Arab learners who learn English as a foreign language make many mistakes. Triphthong /eɪə/, example: layer, bayonet
Triphthong /aɪə/, example: fire, higher Triphthong /ɔɪə/, example: lawyer, royal
Triphthong /əʊə/, example: mower, lower Triphthong /aʊə/, example: hour, shower.

2.7 Long Vowels, Diphthongs and Triphthongs

2.7.1 English Long Vowels

In this chapter the short vowels were introduced. In it we look at other types of English vowel sound. The first to be introduced here are the five long vowels; these are the vowels which tend to be longer than the short vowels in similar contexts. It is necessary to say “in similar contexts” 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 the 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 of two dots: . Thus we have i:, ɜ:, a:, o:, u:. We will now look at each of these long vowels individually. If we compare some similar pairs of long and short vowels, for example l with i:, or u with u:, or ae with a:, we can see distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length. For this reason, all the long vowels have 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 learners to remember the length difference. Perhaps the only case where a long and a short vowel are closely similar in quality is that of a and ɜ:, but a is a special case - as we shall see later.

2.8 Pronunciation in Communication

Definitely English communication related to pronunciation. To speak well is to pronounce well. So pronunciation is very important in speaking. According to Hornby (2008:352) pronunciation is way in which a language or particular word or sound is articulated. Pronunciation is very important to be learned, especially in speaking skill. Pronunciation is the way in which people make sound of words.

However, many students find pronunciation as one of the most difficult aspects in learning English. Students that have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects. Whereas students with bad pronunciation must be difficult to be understood, even if the grammatical used of them are perfect. The main speaking difficulties encountered by students are linguistic difficulties, mother tongue use, and inhibition (Al Hosni, 2014:28). Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations. It is not easy to let students in speaking English by using correct pronunciation. It needs more time and suitable strategy. English as Foreign Language (EFL) is one of basic reason why students had difficulties for pronouncing the words correctly. Errors or Mistakes The students, of course, will do errors or mistakes in speaking activities especially in pronouncing the words. The different system of language could make students to make errors and mistakes. The analysis of students' pronunciation error, in learning English as Foreign Language, needs to be done. It should be important to distinguish between errors and mistakes. According to Corder (1974:29) errors are typically produced by people who do not yet fully command some institutionalized language system; true errors are marker of the students' competence. An error is noticeable grammar from the adult grammar of native speaker, reflecting the inter language competence of the learners (Brown, 1980:165). In simple words, it could be concluded that error refers to the inability in using the system of language correctly. It is caused by the lack of the students' competence, knowledge and comprehension. Mistake must be different to error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to

utilize a known system correctly. In addition, mistakes are caused by hesitation, slips of the tongue (Brown, 1980:165). Mistake refers to the failures to use the language system correctly caused by some factors that intervened in the speech such as carelessness, memory lapses, and physical condition. The students, who make mistakes, will be inconsistency. They sometime do once mistake and sometime do more than once mistakes. The examples of students' mistake done are: the students should study and the students should to study. According to Richards (1974:124) the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra language errors, and the errors caused by the interference of the learners' mother tongue are called the inter language errors.

2.8.1 The Three Sources of Competence of Errors that Distinguished by Richards (1974:124):

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2English says, "I go not" because the equivalent sentence in German is "Ichgehe nicht".
2. Intra lingual errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Based on the explanation above, that is formulated that error was part of students' process in learning English as Foreign Language.

2.9 Errors Correction Strategies

2.9.1 Teacher's Correction

Teacher's correction is significant in improving the pronunciation. When teachers correct learners then they will keep them interesting in the correct and proper pronunciation and as a consequence they may tend to correct each others. Regardless of pedagogical approach (traditional product-based, process-oriented, or genre-based), the response of teachers to student performance has been examined in a variety of ways. Depending on the type of the feedback, teacher feedback has been found sometimes to help, to hinder, and occasionally to have no effect on students' learning and revising (Silva & Brice, 2004). Hedgcock (2005) suggested that the effects of teacher feedback depend on several factors such as learners' proficiency levels, their educational needs and expectations, curricular and institutional constraints, the nature of tasks, the focus of teacher commentary, and learner training. Surveys of students' feedback preferences generally indicate that ESL students greatly value teacher feedback and consistently rate it more highly than alternative forms such as peer and oral feedback (Ferris 1995; Hyland & Hyland, 2006). Teacher correction will be quicker, more effective and accurate. Despite students' preferences of teacher corrective feedback, its contribution to students' language improvement is still controversial. It may fail to encourage students' independence and they may feel embarrassed when corrected by the teacher. So some researches propose other types of corrective feedback, such as self correction and peer correction.

2.9.2 Peer's Correction

In the last two decades, an alternative to teacher corrective feedback has appeared to be put into practice by L2 teachers and has closely been investigated by second language acquisition researchers under the general rubric of peer review. From a socio-cognitive perspective, peer review can be seen as a formative developmental process that gives learners the opportunities to discuss their

productions and discover theirs' interpretations of them (Hyland & Hyland, 2006).

According to McDowell (1995), the main strengths of peer feedback are that

- (a) There is a development of evaluative and critical abilities,
- (b) There are opportunities for skill development,
- (c) Knowledge is more integrated and
- (d) Students collaborate, are motivated and are satisfied.

It is assumed that knowing the criteria of a product and observing the work of peers, leads to a higher understanding of the quality of one's own work (Falchikov, 1995; Freeman, 1995). Peer correction is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Mendonca & Johnson, 1994; Mittan, 1989). Freedman and Sperling (1985) and Mittan (1989), consider that peer response can be more authentic and honest than teacher response. It encourages the atmosphere of cooperation and makes the other students stay involved in the lesson. Some research projects such as (Hagege, 1996) have suggested that correction is even more efficient when it is done with the help of peers. Yurick and colleagues (2006), for example, conducted three experimental studies to investigate the impact of peer-mediated oral RRS on students' fluency and pronunciation. Their findings showed improvement in the fluency and pronunciation of the students due to peer mediation. Tost (2013) also evaluated the feasibility and impact of partner reading out aloud to improve English pronunciation, fluency and expression. Her findings indicated that peer-mediated repeated oral reading interventions done by students' cooperation was effective in improving their levels of reading pronunciation and fluency. Some others like Chaudron (1984) has found the influence of teacher and peer feedback on writing improvement to be about the same, while, other researchers such as Zhang (1985) found teacher feedback as more effective than peer feedback in the

improvement of grammatical errors. Peer feedback has been suggested to suffer from certain problems including: firstly, “student editors are more likely to address surface errors and not the problems of meaning” (Keh, as cited in Hyland & Hyland, 2006); also “the inexperienced students may find it hard to judge the validity of their peers’ comments” (Leki, as cited in Hyland & Hyland, 2006); finally, students might have difficulty identifying problem areas in their peers’ performance and offer them misleading advice” (Horowitz, as cited in Hyland & Hyland, 2006). Therefore, there is still a need for further investigation of the effectiveness of the peer feedback and correction.

2.9.3 Self Correction

Self correction is when ones fall in mistake, this in addition to the concentration and focus that paid to pronunciation lessons and activities. In most educational systems today, one of the basic pedagogical principles is that good conditions for learning are best achieved if learners are actively involved in all phases of the educational process, which is maintained by proponents of cognitive and constructive theories of learning (e.g. Cobb, 1994; Von glasersfed, 1995, cited in Birjandi & Hadid, 2011). Self along with peer correction is also valued in the teaching process. Buchanan (2004) acknowledges that self correction can be a force that pushes students to engage more actively in their own learning process. Shunk(2000, cited in Buchanan) also states that, “ developing self and peer evaluation strategies help students gain control over their learning,and allows them to focus more effort in studying those areas where they need more time” (p. 379). Involving the students in correcting of their own errors give them confidence and helps them to be the judges of their own performances. Kavaliauskiene (2003) has stated that learners must have the opportunity for the self-correction of their work individually; however, their work should be previewed by the teachers and their errors should be indicated. Marie Wood (2004) at the University of Kansas

found that students enjoyed looking back at their composition and compare their first performance with the second. While enough conceptualization has already been made about teacher feedback, and a good number of experimental studies have been conducted to examine the effect of peer feedback on different aspects of second language learning, there are limited reflection and research studies that have compared the effect these three types of correction on the improvement of EFL learners' pronunciation sub-skill. The research so far has not been conclusive on the central issue of which type of feedback and correction is an effective means of improving L2 performance. So inspired by the reviewed literature, the researcher intended to investigate the impact of the three types of feedback and correction, i.e. teacher, self and peer on the improvement of EFL learners' pronunciation.

Factors Contributing to Students' Pronunciation although some researchers believe that all learners have the same capacity to learn a second or foreign language because they have learned their first language, a number of EFL teachers have difficulties in improving the students' pronunciation problems. As a result, in the past, several researchers have put great efforts, asserted and suggested many factors affecting students' pronunciation (e.g., Brown, 1994; Celce-Murcia et al., 2000; Gillette, 1994; Kenworthy, 1987). In this regard, these previous studies have been repeatedly substantiated that factors such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability, appeared to have an influence on teaching and learning pronunciation. Native language According to Avery and Ehrlich (1987), learners of a language has different ways to speak the target language. The way they speak the target language is sometimes slightly different and sometimes highly different than the native speakers' do. Kenworthy (1987) also stated that the native language is the most influential factor in accounting for students' pronunciation especially

foreign accents. That is, if the students are familiar with the sound system of their native language, they will be able to effectively diagnose their own difficulties. Kenworthy suggested that many first and second language carryovers can be overcome through a focused awareness and effort on the learners' part. In this sense, as asserted by Senel (2006), it should be noteworthy that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language. To illustrate, this problem can occur when the rules for combining the sounds in forms of syllables are different in two languages. Age plays a vital role in learning or improving pronunciation abilities. As can be seen, if learners can pronounce a second language with a native-like accent, they must have probably started to learn it during their childhood since these learners start their second language learning process in target language speaking people environment (Senel, 2006). An intriguing research study conducted by Brown (1992) investigating the age factor on learning pronunciation using a traditional listen-and-repeat exercise indicated that minimal pairs in the context of the sentences, conversation and role playing, adult learners were probably able to learn second language phonology as well as children did. A recent study which has stirred the interest in the age factor affecting English pronunciation abilities is Collier's study (2003). The study revealed that the older students were faster and more efficient than younger ones in the early stages of language learning. In this regard, older students and adolescents developed their second language skills continuously, but adults would diminish after the first year. However, the study did not propose any evidence for a simple and straightforward link between age and ability in pronunciation of a new language. Experience in studying English Lacking of opportunity to practice English pronunciation is another prominent problem to advancing in English pronunciation. Several studies compared the pronunciation accuracy of people

living in English-speaking countries and those who did not, revealing the difficulty with pronunciation of learners who did not live in an English speaking country in mastering English pronunciation. For instance, Siriwisut (1994) and Serttikul (2005) indicated that language experience had an effect on pronunciation ability. In their studies, language experience meant the opportunities to use English language in daily lives. The studies suggested that students with poor pronunciation, who were regarded as less experienced, had more language transfer problem than the students with good pronunciation. For this reason, the students with good pronunciation would improve better than the poor ones. Their findings were witnessed by Haymes (2000) and Senel (2006) pointing out that learners living in an English-speaking country or community where English is the second language would have many opportunities to listen to and to use the target language. Also, the success in learning and teaching English depended on students' ability and exposure. Teaching a conversation or a dialogue was, therefore, not enough to help students improve speaking skills. Likewise, Brown (1992) stated that the students could pronounce well if they spent time on pronunciation with full attention and interest. In short, students could simply improve the development of pronunciation competence if they were motivated and had a strong will to expose to the target language. Phonetic ability According to Brown (1992), phonetic ability is sometimes called phonetic coding ability. It is a common view that some people have a better listening skill for a foreign language than others. Therefore, they are able to discriminate between the two sounds more accurately than the others and able to imitate sounds better. Although students may have had exposure to a foreign language as children and attuned to phonetic discrimination, some studies (e.g., Kanoksilapatham, 1992) have suggested that some elements of learning are a matter of awareness of the different sounds. Also, learners' pronunciation ability can be improved by putting efforts and concentration on those sounds. Attitude and

identity another interesting factor influencing on acquiring and improving pronunciation of the target language is one's attitude towards speakers of the target language and the extent to which the language ego identified with those speakers. As pointed out by Brown (1992), students with a positive attitude towards the people who spoke the target language were likely to learn pronunciation more successfully. They were not afraid of the second identity that may have been emerging within them. Moreover, a similar caution was sounded by Celce-Murcia et al. (2000) who noted that attitude towards the target language, culture, personal identity issues, and motivation for learning could all support or impede pronunciation skills development. Apart from these factors, as astutely asserted by Senel (2006), in general, shy or introvert students would not prefer to participate in classroom activities, leading to the lack of any opportunities to make practices and to make full use of phonological activities, motivation and concern for good pronunciation. The learners' motivation can be seen the strongest factor contributing to the success or failure of learning a second or foreign language. That is, it is a driving force encouraging a learner to pursue a course of action, initiating the learning, and finally sustaining the learning process (Dörnyei, 2001). Basically, if the learners' motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well. The previous research studies mentioned above confirm the roles of native language, age, experience in studying English, phonetic ability, attitude and identity, and motivation and concern for good pronunciation in studying a language as important factors affecting learners' pronunciation. However, there exists a rigorous on-going debate between scholars and researchers from different context of language learning and teaching, propounding various versions of implications and cautions

in teaching pronunciation. This calls for more studies focusing more specifically on a specific context to support the main tenets of progressive language pedagogy.

2.10. Factors Affecting the Pronunciation of EFL Learners

EFL learners' pronunciation is vulnerable to many different factors, in which the learner is confused and faces difficulties in pronunciation. The Native Language Factor Needless to say, learners of a language speak the target language in a different way: sometimes slightly different and sometimes highly different than the native speakers' do, which we call "foreign accent", the nature of which is determined to a large extent by a learner's native language (Avery & Ehrlich, 1987:9). This is known as mother tongue interference. That is to say, every language in the world has different varieties and different accents. Therefore, the way we speak is a part of our identity, that is, phonemic differences between languages causes a target language which will be spoken with a foreign accent. As a result, there may not be any difference in the pronunciation of [ɪ] and [i], and then a foreign accent carries the sound characteristics of the learners' native language. As known, a language is a part of a culture, thus it is inevitable that there must be mother tongue interference, which is native language influence, in the pronunciation of the target language. This view had been endorsed by Whorfian Hypothesis. According to Sapir and Whorf, peoples' view of world influences their language and also people adopt the view of the world around them through the experience and categories of their language. As a user of Arabic language, we have difficulty in some English words and sounds and diphthongs which are not found in our native language. For example, / ʒ / sound does not exist in Arabic, and that is why Arab learners encounter pronunciation difficulties with the words that include those sounds and thus never obtain a native-like accent, so they produce those sound under the influence of their mother tongue. Then, the non-native English teachers are struggling with the negative interference from the mother

tongue of the students in all their teaching lives, and they should do so for a decent teaching practice.

2.10.1. The Age Factor

This is one of the most important factors in the learning of the pronunciation of a foreign language. We can say that if someone pronounces a second language with a native-like accent, s/he must have probably started to learn it during their childhood. For instance, children of immigrants may be given as an example. Since these children start their second language learning process in target language speaking people environment, they have more advantages than the children who try to learn the target language in their motherlands because there are indispensable differences between the language a group uses and the language of mainstream classrooms and workplaces. At the same time, if young children are exposed to more than one language before the age of puberty, they seem to acquire all languages equally well since it has been claimed that children are better at learning than adults. As Krashen (1988; 43) mentioned acquirers who begin to exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adults. He also stated that lateralization may even be complete by age 4, not by puberty. Some researchers and neurologists have claimed that there is a strong connection between language learning and lateralization. Lateralization is a slow process that begins around the age of 2 and is completed around puberty. He had also added that right hemisphere in children is more active in the language function but as child develops the two sides of the brain become specialized for different functions and thus lateralization takes place. The critical age hypothesis claims that there is such a biological timetable (Brown, 1987:42). It has been claimed that there is a critical age period for language learning, but it is widely discussed whether there is a critical period for language or not. Obviously, foreign language teaching scholars have outlined many views

about the critical age hypothesis. Generally speaking, it coincides with the period when lateralization is taking place and ends when it is complete. This was hypothesized by Lenneberg who was one of the wholehearted supporters of critical age hypothesis. In sum, since children are better in learning the language in short run, teaching pronunciation process should be started in puberty because it has been claimed that beyond puberty it is quite difficult to teach the learners to acquire a native-speakers like language accent. As a result, the age of the learner is highly important in the pronunciation learning of a foreign language due to the factors mentioned above. The aged learners pick up the correct pronunciation a little bit late, so the foreign language teachers must be very patient in this sense, and must prepare special pronunciation drills and have the students repeat. They will obtain an acceptable level of good articulation in the long term.

2.10.2 The Amount of Exposure

Another factor is the amount of exposure to the practice of English. English is not only used in the classroom environment. We can handle this subject from the point of view whether the learner has been living in a country where English has been spoken or not. If the learners have been living in an English-speaking country or community, or a country where English is the second language, then the learners will have many opportunities to listen to and to use the target language; that is they will be surrounded by the target language. But, on the contrary, if the learners have been living in a non-English speaking country, like Turkey, there will be no advantage for them. So these learners will only be exposed to focused-listening, so they will have no chance or opportunity to use the target language in a real environment. This means that there will be no communication and if there is no communication, there won't be language learning. Since those learners won't have any English-speaking environment except their classrooms, they will have to be satisfied with listening, but it is clear that you cannot teach correct and accurate

pronunciation by just asking students to listen to artificial listening courses carried out in the classrooms. It must not be forgotten that there are many people who live in an English speaking country, but spend much of their time in a non-English speaking environment, maybe any other language is spoken at home or outside. For this reason, it is not merely exposure that matters, but how the learners respond to the opportunities. Briefly, Kenworthy (1987:6) mentions that exposure can be a contributory factor, but it cannot be a whole and necessary factor for the development of pronunciation. If a learner is aware of the necessity of being exposed to the target language, s/he should make use of its opportunities. If the learner does that, s/he will be more successful in case of improving his/her pronunciation. The best ways of being exposed would be native speakers, videos shows, films, cds, radio or TV programs, computer assisted language teaching programs, and etc. Also, the amount of exposure is crucial and it must make the students creative and active, not passive and dull. Therefore, the dose of exposure must be adjusted with caution.

2.10.3 Phonetic Ability

There is a common view that some people have a better ear capacity for foreign language than some other people. So, they are able to discriminate between the two sounds more accurately than the others and able to imitate sounds better. We can accept these people as those with phonetic abilities. Also, this phonetic ability of the learner affects the development of his/her pronunciation. But it does not mean that people who have a better phonetic ability will be successful but the others won't be successful. So language aptitude ability exists in many people, but its degree is variable, so some people have more ability but some have less. Besides the factors mentioned above, the influence of age must be stated as an efficient factor for phonetic ability because the beginners start to learn a language, the more they become successful. It is clear that learners may lose some of their abilities when

they become older, so it can be difficult for them to pronounce the target language with a native or near native-like accent. At the same time, immigrants, especially their children, have more chance in learning the target language since they have started to their learning process in a target language speaking environment. The poor phonetic ability can be cured again by the foreign language teachers' patient attempts. There are several devices to motivate the poor pronunciation of the learners such as the phonetic labs and remedial pronunciation teaching techniques. Those learners must not be discouraged but must be treated meticulously.

2.10.4 Personality and Attitude

This is also another important factor affects the pronunciation of EFL learners in a bad way if the learners have negative attitudes for the target language community or they are introvert learners. For instance, shy or introvert students do not want to take part in classroom activities, so they cannot find any opportunities to make practice and to make use of phonological and/or phonetic activities. Besides, courageous or extrovert students have more chance to improve their pronunciation. On the other hand, attitude of the learners toward the new language has an effective role in pronunciation learning. If the learner has good attitudes for the target culture, s/he can easily develop more accurate, native-like accents. If the learners have some prejudices on the target language and its society, this event will influence his/her approach to the language. For example, some people do not believe in the necessity of learning a second language, and they think that foreign language will influence the learners' cultural development in a negative way, that is to say, their culture will be imposed on the target language community. In this case, it will not be reasonable to teach or try to teach these learners a foreign language. Thus, personal features and attitudes of the learners are also decisive in the learning of pronunciation. The educational pedagogues may be of great help on this issue. They could give some guidelines to the foreign language teachers.

2.10.5 Motivation

If the learners are highly motivated to have a better pronunciation, they can develop a concern for pronunciation, and become more eager to take part in the activities and pay more attention to discriminate the sounds of the target language, and they try to produce better utterances. Motivation can be the key to learn the target language, and they try to produce better sounds. Here it must be pointed out what the motivation is and how the learners will be motivated. According to Brown (1997:114- 115) the motivation is thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. He also stated that learning a foreign language requires some of all three levels of motivation which can be global, situational, or task-oriented. For example, a learner may possess high global motivation but low task motivation on the written mode of the language. On the one hand, some factors such as intelligence, aptitude, and self-confidence have much contribution to the formation of motivation. For example, to motivate the less intelligent people will be more difficult than the intelligent ones because these people cannot appeal to their needs. Motivation, of course, is a number of different kinds of attitudes and can be divided into two basic types: instrumental and integrative motivation (Brown, 1997: 115-117). First one refers to the instrumental goals such as furthering a career, reading some kinds of materials, translation, etc. An integrative motivation is the one which is employed when the learners want themselves to be in the culture of the second language group, to identify themselves with and become part of the society. Needless to say, teachers may need to discern the source of a student motivation in order to meet particular needs. That is, pronunciation teaching must be directed according to the needs, expectations, attitudes, intelligence, etc. of the learners. If the learners' main goals are to make translation from the native language to the target language, less time may be needed for pronunciation activities, and therefore teachers will spend less

time for motivating them. If the learners are highly motivated to have a better pronunciation, they can develop a concern for pronunciation, and become more eager to take part in the activities, and pay more attention to discriminate the sounds of the target language, so they try to produce better sounds and utterances. At the same time, motivation can be achieved by paying attention to the learners' concern for pronunciation because learners generally are not aware of that the way they speech is full of irritation and misunderstanding for the hearer. Consequently, some factors that are effective in pronunciation accuracy are examined here. All of these factors exert much influence on the learners. We cannot change and affect some of these factors, for example, it is impossible for us to change the age and phonetic ability of the learners. It is clear that the influence of age is undeniable in language learning process. Children are more successful than the adults. When we take into consideration the children of immigrants, we see the difference between their counterparts. Since they start their learning process in their early ages in the target language spoken country, they can be able to speak the target language with a native like accent. So, if a learner starts his/her foreign language learning period abroad, in other words, in a place where the target language has been spoken, s/he will get a better pronunciation because there are differences between the language learning environments, that is to say, to learn a foreign language in classrooms is different than to learn it abroad. So, if we don't have any chance to change the conditions mentioned above, cannot we do anything to train our learners with a near-native like pronunciation? Is it impossible to help them to well-trained learners having good pronunciation? Of course the answers of these questions are "No". For that reason, here we will state some useful techniques to eliminate these negative factors over the pronunciation of EFL learners in our country and suggest some possible solutions.

2.11 Techniques for Eliminating Pronunciation Problems of EFL Learners

It is important for the learners to acquire an accurate pronunciation. The obvious argument in favor of pronunciation teaching stems from the techniques adopted by linguists in making a phonological analysis. When we look at the contrast between a minimal pair like bit and beat, we can see that mastery of the difference between the phonemes / ɪ / and / i / is necessary if the two words are to be adequately differentiated. Thus, the learner must learn the differences in the pronunciation of these two sounds because if he does not learn, he will be misunderstood. For example, ‘Hit the ball!’ or ‘Heat the ball!’ We can increase the number of this type of example. Teaching of pronunciation should be an integral part of an English teaching program from the early stages, and it must not be a luxury to be left to the advanced level studies of the language. It must be borne in mind that during pronunciation teaching, some certain methods or techniques should be applied because teaching of pronunciation is not a simple task, on the contrary it must be the essential part of language teaching program. Here, some methods and types of teaching pronunciation will be handled to determine its importance in language teaching process. ‘Heat the ball!’ We can increase the number of this type of example. Teaching of pronunciation should be an integral part of an English teaching program from the early stages, and it must not be a luxury to be left to the advanced level studies of the language. It must be borne in mind that during pronunciation teaching, some certain methods or techniques should be applied because teaching of pronunciation is not a simple task, on the contrary it must be the essential part of language teaching program. Here, some methods and types of teaching pronunciation will be handled to determine its importance in language teaching process.

2.11.1 Initial Teaching Technique

This technique focuses on areas which are the essential to basic communication such as introducing stress and intonation, the fall or rise as the difference between

spoken questions and answers, the development of a polite and interested way of speaking. Hubbard et al. (1983:209) explain this: ‘It is a PEN’ always precedes ‘It is a BLUE PEN’ and initial presentation of the present continuous tense is often with intransitive verbs, therefore, there is no object, which would mean a second stress (i.e. He’s running / She’s sleeping, etc.). This example shows this method fits well with a structural syllabus (Demirezen, 1986: 108-125) symbolizes the sustained, rising and falling intonation with the following signs: → , ↑ , ↓, and give some examples and activities for classroom application. He uses [→] for incomplete sentences and statements wherein the speaker intends to say something like (but....). [↑] is used for yes/no questions in statement forms, yes/no questions in interrogative forms, when phrases or clauses precede the main clause as a breath-group often heard in lectures and speeches, special calls for children, and stressed word, phrase or clause in a series. Lastly [↓] is used for questions with ‘or’, asking questions with question words, declarative statements, in giving commands, and some emphatic statements. Here are some examples and activities. a. In sum → / since 1999 → / If you wait → / She is a nice girl → / It is doubtful → b. What I am trying to say ↑ / Mary ↑ / Are you interested in music ↑ / Do you love her ↑ / I am crazy ↑ / You are unhappy ↑ c. I don’t understand you ↓ / who is it ↓ / She fell into the lake ↓ / Do you want an apple or orange? ↓ (choose one) / He looked under the desk in the kitchen and in the closet ↓

2.11.2 Remedial Teaching Technique

This is a systematic approach and deals with the problems of individual sounds (Hubbard et al., 1983:209-210) suggest that this can be considered as consisting of two separate approaches – Instant Remedial and Planned Remedial. For Instant Remedial, the strategy will divide into four parts:

1. Imitation
2. Demonstration
3. Association
4. Explanation.

For example, teacher first of all draws attention to the ‘offending’ sound and pronounces it in isolation to be imitated by the learners. If this becomes inefficient, then teacher shows the students how the sound is formed by putting his tongue between his teeth to produce /θ/ or /ð/ by using demonstration part. However, certain sounds are not easily made visible, so the teacher may adopt the process of association. In this process, sounds must be isolated and attention must be drawn to the similarities between two sounds in terms of whether they are voiced, lateral, and dental, etc. Finally, explanation may help as the teacher explains in the mother tongue if necessary, how the sound is formed and gives instruction to the students to move their tongue forward, round their lips, etc. If, despite instant remedial works, the ‘offending’ sound still causes problems for the learners, then Planned Remedial work is needed. In this section, teacher should not insist, but make a note of the problem and plan a short remedial drill for the lesson. (Some of these drills will be explained in the following sections) Remedial teaching can easily be applied to individual sounds by using a similar technique used by the TPR Method. Teacher may use a board and colored chalk or rods to indicate a sound which is represented by different spelling. For example, the three possible pronunciation of the regular [-ed] ending / t / and / d / and /əd / can be represented by different colorful chalk or rod, and words can be written in three columns on the board: blue is for / -t / , red is for / -d / , and yellow is for / -id /. The [-ed] ending is the item written in the appropriate color while everything else is written in normal white. For example,

Blue

Red

Yellow

Jumped

saved

waited

Washed

begged

folded

That is to say, the color coding can be used over and over as the teacher can indicate the pronunciation of the [-ed] ending by writing it in appropriate color.

2.11.3. Drilling Technique

For drilling technique there are many useful drills for purifying and teaching the correct and accurate pronunciation of the utterances and words. Here we will handle some of the common ones.

2.11.3.1 Word - association Drill

This is one of the easiest ways to give the students practice on specific problem sounds while the manifest purpose of the drill appears to be vocabulary study. Concentrating on the phonemes / æ / and / ε /, teacher may ask the students for antonyms of the following words: sick, sit, thin, more. The students would respond with well, stand, fat, less. In this type of drill it is useful to call the students' attention to the fact that the words they will select all contain / æ / or / ε /

For example,

1. In which of the following word, do we have /æ/ sound?
a. bed b. bad c. but d. bear e. beer
2. In which of the following word, do we have /e/ sound?
a. bag b. mail c. get d. lake e. feet
3. In of the following words do we have two /æ/ sounds?
a. handicap b. butterfly c. breakfast e. walkman

2.11.3.2 Saturation Drill

This type of drill is suitable for all positions of the problematic sound. For example, let's take / s / sound as a problem sound. It can be drilled in its three positions by means of saturation drill.

Initial	Medial	Final
See	leasing	peace
Seep	pistol	niece
Seem	classic	purse
Seed	faucet	curse
Sip	paucity	less

2.11.3.3 Illustrating a Learned Sound

In this type of drill, students give examples of the sound being studied. For example, to practice the diphthong / æ / first, students listen to the sound pronounced by the therapist. Then, they are challenged to listen to discriminatingly by indicating whether the sound is pronounced but the therapist as ‘ right ’ or ‘ wrong ’ in a series of correct and incorrect pronunciations such as / aɪ / , / oɪ / , / a oɪ / , / ʌ ɪ / , etc. When the sound has been set, the first student starts a chain with a phrase ‘ I try ’. The second student repeats the phrase, and adds his own, ‘ I try but I cry ’. The third one picks up the last part and says ‘ I cry but I sigh ’, and goes on.

2.11.3.4. Mobility Drill

As Rochmis and Doob mentioned (1970: 29) achieving lightness of utterance and mobility of the tongue at conversational speech is a very important aspect of drilling. It is often neglected on the general belief that a student can make and hear the sound at the conversational speech. The following drill is an example for flexibility of the / ə / sound. Step 1: Ask your students to suggest 5 simple words beginning with / b / such as: bat - boat - bike - ball - boy Step 2: Encourage them to pronounce these words with a strong emphasis, and then add the word ‘ the ’, maintaining the pattern of stress. The bat - the boat - the bike - the ball - the boy Step 3: Substitute the words ‘ to the ’ maintaining the pattern. To the bat....., to the boat....., etc. Step 4: Continue to amplify the phrase, holding the pattern, but changing its drill. From the.....

There is the..... bat, etc.

With and without the.....

Because of the.....

2.11.3.5 Comparative Drill

In this type of drill, words almost similar in every respect except the one element to be drilled are placed in juxtaposition. Since we tend to confuse sounds that are similar these drills with stimulate accuracy in hearing, performance, and judgment. Most standard texts in voice and diction are excellent sources of such drill material. For example, this drill may be effective if two sounds are confused such as /f-v/, /p-b/, /θ-ð/, /æ-e/, etc. For example,

a. A sample comparative drill for /f-v/ and /p-b/ sounds fee-bee feat- peat freeze-breeze visa-Pisa fig-pig freed-breed fly-ply veer-beer fled-bled fact-pact fester-pester.

b. A sample comparative drill for /æ - e/ sounds sat-set band-bend sand-send bad-bed pan-pen it will readily be seen that above drills have certain fringe benefits in that the words are arranged according to the vowel scale. Vowels that are commonly confused are best drilled in this type of drill. The students' own participation in composing such drills is worth the time it takes because he'll drill more intelligently and therefore establish new patterns more firmly and quickly. At the same time, it will give him/her a technique to apply to other areas where drill may be needed (Rochmis and Doob, 1970:27-28).

2.11.3.6. Substitution Drill

This type of drilling may be applied by substituting any sound instead of the other sound. For example, /t/ instead of /θ/ or /d / in place of / ð /, etc. Here are some exercises for classroom application.

1. This is thin / tin.

2. Did you see her lunge / lunch?
3. Was it a brand / bland reporting?
4. He is our king / kin.
5. It is cheap / chip.
6. Don't tape / tap.

2.11.3.7 Tongue Twisters

This type of activity is known as a word or phrase which is difficult to say quickly. In the literature there are different ideas about the applicability and the usability of this activity. Celce-Murcia (1987:5) states that there is a little transfer from practice to natural communication. But, if it is needed and necessary, they can be used. Here are some sample tongue twisters taken from Dalton&Seidlhofer (1994:132-133).

. Peter Piper picked a peck of pickled peppers.
 Did peter Piper pick a peck of pickled peppers?
 If Peter picked a peck of pickled peppers
 Where's the peck of pickled peppers Peter Piper picked?

2.12 Some features involved in English Pronunciation

Features Involved in English Pronunciation as English increasingly becomes the language used for international communication, it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing (Burns, 2003). According to Burns (2003), those speakers of English can do:

- a. Intelligibility (the speaker produces sound patterns that are recognizable as English)

b. Comprehensibility (the listener is able to understand the meaning of what is said)

c. Interpretability (the listener is able to understand the purpose of what is said). For example, a speaker might say It's hot today as IS ho day. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window. Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003). As claimed above, pronunciation involves features at:

- The segmental (micro) level.
- The supra-segmental (macro) level. In former ESL approaches, segmental features were the major focus for pronunciation teaching (for example, minimal pairs such as ship/sheep). While these features are important, more recent research has shown that when teaching focuses on supra-segmental features, learners' intelligibility is greatly enhanced. It is important, therefore, to provide activities at both levels (Burns, 2003). For example, f as in fan, th as in thin). Vowel sounds are articulated as single sounds. They can be short (for example, ae as in cat) or long (a as in cart).

2.13 Factors Influencing ESL Pronunciation

ESL pronunciation is affected by many factors; those factors differ according to different aspects of language. Factors affecting English pronunciation depend upon the sample that is taken for the experiment. Celce-Murcia & UCLA

(2013) suggest few major factors that influence ESL learners' pronunciation. Age factor is inversely proportional to the quick acquisition of a new sound system. According to the "Critical Period Hypothesis" by Lenneberg (1967), the neurological or the biological period of a human being would end at the age of 12. Due to this, the acquisition of second language pronunciation becomes difficult. Most of the learners do not get an opportunity to converse with the native speakers of the target language. In India, people have a separate diction to speak English. General Indian English accent is different from a native English speakers accent. Prior learning of pronunciation of the target language according to the Input Hypothesis, formulated by Krashen and Terrel 1983), would be easier for a learner to learn pronunciation with a knowledge of the target language's sound system. Each learner may have their own experiences over the language, like the number of years the learner has been with the native speaker, the number of other languages that the learner knew, etc. Different kinds of attitude towards the learning in a single classroom can affect the learning of a new sound system. Some people have an innate "talent" for grasping the unique differences of the new pronunciation. The learning pace of the learner also matters. As the learner becomes more familiar with the second language sound system, the change in pronunciation will be acquired faster, (Major, 1987). "The sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their native language", (Avery and Ehrlich, 1992). While teaching pronunciation, apart from individual sounds of words, stress, Intonation, rhythm, and changes in tone in connected speech are also essential. It is said that even strongly stressed speech is at times coherent and that 'prosodic errors' like the errors made in stress, tone and rhythm, seem to interrupt the comprehensibility than the errors made in single sounds, (Munro and Derwing

1999). These factors will help ESL teachers to contemplate and analyse the difficulties and needs of the learners and accordingly plan the teaching-learning materials and methods with effective instruction.

2.14 Difficulties in Learning English Pronunciation

Learning English pronunciation is surrounded by many obstacles and difficulties, those difficulties differ in their contexts, students desire and exposure, teacher's preparation and assistance and the environment itself that enables students to learn English pronunciation, Gilakjani (2011) stated that among the reasons ESL students have difficulties learning pronunciation are that they are not interested, not exposed to target language often, and that teachers do not highlight the importance of pronunciation nor have the right tools to help their students learn proper pronunciation. In order to draw attention to the importance of pronunciation, it is important that English language instructors use the right methods and utilize the right tools to bring attention to pronunciation practices in the language classroom. Some proponents believe that difficulties in learning English pronunciation arise due to the differences between the target language and the mother tongue of the language learners. This field of research dwells into studying how the target language deviates from the mother tongue in order to predict the difficulties that language learners may face.

On his book; however, Roach (1992:81) defines phonetics as:

The scientific study of speech... the central concern in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language, how we can record speech sounds with written symbols, and how we hear and recognize different sounds

Phonology, on the other hand, he states (ibid: 82) "the study of the sound systems of languages. The most basic activity in phonology is phonemic analysis, in which the objective is to establish what the phonemes are and arrive at the phonemic

inventory of the language”. Another definition for each one is given by Widdowson (1996:42). He claims that the study of the allophonic manifestation, how the sounds of speech are actually made, is the business of phonetics.” He continues (1996: 42) “the study of phonemes and their relations in sound systems is the business of phonology”.

One more definition is introduced by Kelly (2000:9). He declares:

The study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of sounds. A phonetician usually works in one or more of the following areas: physiological phonetics, articulatory phonetics, acoustic phonetics, auditory phonetics and perceptual phonetics.

He goes on defining phonology along with phonetics(2000:9) “if phonetics deals with the physical reality of speech sounds then phonology, on the other hand, is concerned with how we Interpret and systematize sounds. Phonology deals with the system and pattern of the sounds which exist with particular languages”. Another definition is stated by Yule (2006:30). He states that “phonetics is the general study of the characteristics of speech sounds” whereas, phonology, (2006: 43-4), “... is essentially the description of the system of patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language.’ He continues (ibid),” because of their theoretical status, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.”

Yet, Sloat, Taylor & Hoard (1978:1) introduce phonology as the “the science of speech sounds and sound patterns.” And, they clarify their definition mentioning that (ibid)’ a sound pattern we mean: 1) the set of sounds that occur in a given language, 2) the permissible arrangement of these sounds in words, and (3) the

processes of adding or changing sounds'. Unlike phonology, they claim that (ibid:9)" the science of phonetics provides descriptions and classifications of speech sounds'. They, however, are trying to set some differences between both phonetics and phonology (ibid: 9) "phonology employs these descriptions and classifications to describe sound systems and explain sound processes". Well, if we come to analyze and compare the above mentioned definitions, we can reach to a point or more regarding the similarities and differences between phonetics and phonology. For instance, Roach (1992), Widdowson (1996), Kelly (2000), and nearly all other mentioned definitions share one idea regarding this topic. That is to say, they almost all agree with the idea that both phonetics and phonology "are the study of sounds systems". But, after introducing this point, each one brings some principles which are either available in phonetics or phonology. To make it clear, in Co-build Advanced Dictionary(2001:1153) defines both phonetics and phonology as" the study of speech sounds" and then adding to distinguish phonology from phonetics (ibid) "phonology is the study of speech sounds in a particular language' .

Unlike Collins' definition, Kelly (ibid: 9) criticizes such an idea which says that phonology is monolingual; "it would be wrong to assume that phonology is always monolingual." It seems that his view is phonology is beyond the idea which says that phonology studies the sounds systems in a particular language. He confirms this by his statement (ibid: 9) "much work in phonological study deals with generalization concerning the organization and interpretation of sounds that might apply across different languages." Again, if we look at those definitions carefully; we may come to the result that all those who have defined phonetics concentrate on the word [physical]. That is to say, they are all sharing the same opinion which says that the business of phonetics is to introduce the sounds' production.

Phonology, on the other hand, is concerned with the mental side; a point which again, all the above mentioned definitions share.

a. Theoretical issues

b. The English Sounds

c. Fortis and lenis A voiceless/voiced pair such as [s, z] are distinguished not only by the presence or absence of voice but also by the degree of breath and muscular effort involved in the articulation. We shall see that on the linguistic level, in certain situations, the voice opposition may be lost, so that the energy of articulation becomes a significant factor. Those English consonants which are usually tend to be articulated with relatively weak energy, whereas those which are always voiceless are relatively strong. Thus, it may be important to define [s], for instance, as strong and [z] as weak or lenis. Fortis consonants normally shorten the preceding vowels, while lenis consonants often lengthen the preceding vowels.

d. The English Consonants

e. Stop consonants (plosives) a plosive is a consonant articulation with the following characteristics:

1) The closing stage, during which the articulating organs move together in order to form the obstruction; in this stage, there is often an on-glide or transition audible in a preceding sound segment and visible in an acoustic analysis as characteristic curve of formants of the preceding sound.

2) The hold or compression stage, during which lung action compresses the air behind the closure; this stage may or may not be accompanied by voice, i.e. vibration of the vocal cords.

3) The release or explosion stage, during which the organs forming the obstruction part rapidly, allowing the compressed air to escape abruptly; if stage (2) is voiced, the vocal cord vibration may continue in stage (3); if stage (2) is voiceless, stage (3) may also be voiceless (aspiration) before silence or before the onset of voice.

English has six plosive consonants: p, t, k, b, d, g. These plosives have different places of articulation.

- Bilabial Plosives: /p, b/ the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is provided by, the closure of the lips. Lung air is compressed behind this closure, during which stage the vocal cords are held wide apart for /p/, but may vibrate for all or part of the compression stage for /b/ according to its situation in the utterance. Then the closure is released suddenly for the air to make with a kind of explosion.

- Alveolar Plosives: /t, d/ the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the tip and rims of the tongue and the upper alveolar ridge and side teeth. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /t/, but may vibrate for all or part of the compression stage for /d/ according to its situation in the utterance. The air escapes with noise upon the sudden separation of the alveolar closure.

- Velar Plosives: /k, g/ the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the back of the tongue and the soft palate. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /k/, but may vibrate for all or part of the compression stage for /g/ according to its situation in the utterance. The air passage escapes with noise upon the sudden separation of the velar closure. All six plosives can occur at the beginning of a word (initial position), between other sounds (medial position) and at the end of a word (final position). Fricatives are consonants with the characteristic that when they are produced, air escapes through a small passage and makes a hissing sound sometimes called “friction”. Fricatives are continuant consonants, as you can continue making them without interruption as long as you have enough air in your lungs.

- Labio-dental Fricatives: /f, v/ the soft palate being raised and the nasal resonator shut off, the inner surface of the lower lip makes a light contact with the edge of the upper teeth, so that the escaping air produces friction. For /f/, the friction is voiceless, whereas there may be some vocal cord vibration accompanying /v/, according to its situation.

- Dental Fricatives: /θ, ð/ (Examples words: thumb, thus, either, father, breath, breathe) The soft palate being raised and the nasal resonator shut off, the tip and rims of the tongue make a light contact with the edge and inner surface of the upper incisors and a firmer contact with the upper side teeth, so that the air escaping between the forward surface of the tongue and the incisors causes friction. For /θ/ the friction is voiceless, whereas for /ð/ there may be some vocal cord vibration.

- Alveolar Fricatives: /s, z/ (Examples words: sip, zip, facing, rise, rice) The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with the upper alveolar ridge, and the side rims of the tongue a close contact with the upper side teeth. The air-stream escapes through the narrow groove in the centre of the tongue and causes friction between the tongue and the alveolar ridge. In other words, in the articulation of these sounds the air escapes through a narrow passage along the centre of the tongue, and the sound produces is comparatively intense.

- Palate-alveolar Fricatives: /ʃ, ʒ/ the fricatives are so called palate-alveolar, which can be taken to mean that their place of articulation is partly palatal, partly alveolar. The tongue is in contact with an area slightly further back than that for /s/, /z/. If you make /s/ then /ʃ/, you should be able to feel your tongue move backwards. The air escapes through a passage along the centre of the tongue, as in /s/ and /z/, but the passage is a little wider. Most speakers of RP have rounded lips for /ʃ/ and /ʒ/, and this is an important difference between these consonants and

/s/ and /z/. In addition, the escape of air is diffuse (compared with that of /s, z/), the friction occurring between a more extensive area of the tongue and the roof of the mouth. In the case of /θ /, the friction is voiceless, whereas for /ð / there may be some vocal cord vibration according to its situation. All the fricatives described so far can be found in initial, medial and final positions. In the case of /ʒ/, however, the distribution is much more limited. Very few English words begin with /θ / (most of them have come into the language comparatively recently from French) and not many end with this consonant. Only medially, in words such as “measure”, ‘usually’ is it found at all commonly.

- Glottal Fricative: /h/ the place of articulation of this consonant is glottal. This means that the narrowing that produces the friction noise is between the vocal folds. When we produce /h/ in speaking English, many different things happen in different contexts. In the word ‘hat’, the /h/ must be followed by an /ɑ / vowel. The tongue, jaw and lip positions for the vowel are all produced simultaneously with the /h/ consonant, so that the glottal fricative has an /ɑ / quality. The same is found for all vowels following /h/.

2.14.1. Affricates are Rather Complex Consonants.

They begin as plosives and end as fricatives.

- Affricates: /tʃ; dʒ / (Palate-alveolar affricates) the term “affricates” denotes a concept which is primarily of phonetic importance. Any plosive, whose release stage is performed in such a way that considerable friction occurs approximately at the point where the plosive stop is made, may be called “affricative”. The friction present in an affricate is of shorter duration than that which characterizes the fricatives proper. In the articulation of / tʃ; dʒ / the soft palate being raised and the nasal resonator shut off, the obstacle to the airstream is formed by a closure made between the tip, blade, and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised towards the hard palate in

readiness for the fricative release. The closure is released slowly, the air escaping in a diffuse manner over the whole of the central] surface of the tongue with friction occurring between the blade/front region of the tongue and the alveolar/front palatal section of the roof of the mouth. Both stop and fricative stages, the vocal cords are wide apart for / ʊ /, but may be vibrating for all or part of / dʒ / according to the situation in the utterance.

Nasals • Bilabial Nasal: /m/ The lips form a closure as for /p, b/; the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and the mouth chamber closed by the lips; the tongue will generally anticipate or retain the position of the adjacent vowel.

- Alveolar Nasal: /n/ The tongue forms a closure with the teeth ridge and upper side teeth as for /t, d/; the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and of that part of the mouth chamber behind the alveolar closure; the lip position will depend upon that of adjacent vowels.

- Velar Nasal: /ŋ/ A closure is formed in the mouth between the back of the tongue and the velum as for /k, g/ (the point of closure will depend on the type of vowel preceding); the soft palate is lowered, adding the resonance of the nasal cavity to that of the pharynx and that small part of the mouth chamber behind the velar closure. Lateral Only one alveolar, lateral phoneme occurs in English, there being no opposition between Fortis and lenis, voiced or voiceless, or fricative and non-fricative. Within the /l/ phoneme three main allophones occur: - Clear [l], with a relatively front vowel resonance, before vowels and 1)l. - Voiceless [l^h], following /p, k/. - Dark [l], with a relatively back vowel resonance, finally after a vowel, before a consonant, and as syllabic sound following a consonant. For clear [l], the front of the tongue is raised in the direction of the hard palate at the same time as the tip contact is made. For dark [l], the tip contact is again made on the teeth ridge, the front of the tongue being somewhat depressed and the back raised

in the direction of the soft palate, giving a back vowel resonance. Both [ɹ] and [ɻ] are voiced, though partial devoicing may take place when a preceding consonant is Fortis. The actual point of contact of the tongue for [ɹ] is conditioned by the place of articulation of the following consonant; thus, in health, will they, the [ɹ] has a dental contact, but in already, ultra, all dry, the contact for [ɹ] is likely to be post-alveolar.

Variations of the plosives

- Alveolar Approximant: /r/ the most common allophone of RP /r/ is a voiced post-alveolar frictionless approximant. The soft palate being raised and the nasal resonator shut off, the tip of the tongue is held in a position near to, but not touching, the rear part of the upper teeth ridge; the central part of the tongue is lowered with a general contraction of the tongue. The air stream is thus allowed to escape freely, without friction, over the centre part of the tongue.

Palatal Approximant: ɹ). The vocalic allophones of RP ɹ) are articulated by the tongue assuming the position for a front half-close to close vowel and moving away immediately to the position of the following sound; the lips are generally neutral or spread. When /j/ follows a Fortis consonant such as /p/, /ky, devoicing takes place.

Labio-velar Approximant: /w/ The vocalic allophones of RP /w/ are articulated by the tongue assuming the position for a back half-close to close vowel and moving away immediately to the position of the following sound: the lips are rounded. The soft palate is raised and the vocal cords vibrate; but when /w/ follows a Fortis consonant, some devoicing takes place.

Variations of the Plosives As has been mentioned, all plosives can occur at the beginning of a word (initial position), between other sounds (medial position), and at the end of a word (final position). Initial position: the closure phase for p, t, k and b, d, g takes place silently. During the whole phase there is no voicing in p, t, k; in b, d, g there is normally very little voicing. The release of p, t, k followed by audible burst of noise. There is then, in the post-release phase, a period during which air escapes through the vocal folds, making a sound like h. This is called aspiration. The most

noticeable and important difference, then, between initial p, t, k and b, d, g is the aspiration of the voiceless plosives p, t, k. In initial position b, d, g cannot be preceded by any consonant, but p, t, k may be preceded by s. When one of p, t, or k is preceded by s it is not aspirated. Medial position: depending on whether the syllables preceding and following the plosives are stressed or not, the medial plosives may have the characteristics either of final or of initial plosives. Final position: the final sounds such as b, d, g normally have little voicing; if there is voicing, it is at the beginning of the hold phase, p, t, k are, of course, voiceless. The explosion following the release of p, t, k and b, d, g is very weak and often not audible. The difference between p, t, k and b, d, g is primarily the fact that vowels preceding p, t, k are much shorter. Following is the presentation of some variations of the plosives or stops in English. Incomplete explosion: Stop + Stop When one stop consonant is immediately followed by another, as in [kept] and [okt], or at word boundaries such as white post (/t/ + /p/), top boy (/t/ + /b/), the closure of the speech organs for the second consonant is made whilst the closure for the first consonant is still in position. In the sequence of /pt/ this is what happens: the lips are closed for p and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is placed on the alveolar ridge ready for /t/, so that there are two closures. Then, and only then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue-tip leaves the alveolar ridge and air explodes out of the mouth. So there is only one explosion for the two stops; the first stop is incomplete. Explosion: Stop + Nasal When /t/ or /d/ is followed by a syllabic /n/, the explosion of the stop takes place through the nose, e.g. bitten, or garden. This nasal explosion happens in this way: the vocal organs form t or d in the usual way, with the soft palate raised to shut off the nasal cavity and the tongue-tip on the alveolar ridge, but instead of taking the tongue-tip away from the

alveolar ridge to give the explosion we leave it in the same position and lower the soft palate, so that the breath explodes out of the nose rather than out of the mouth. Lateral explosion: Stop + Lateral When the stop consonant /t/ or /d/ is followed by lateral /l/, the t and d are made with the tongue-tip on the alveolar ridge and the sides of the tongue firmly touching the sides of the palate; /l/ is made with the tongue-tip touching the alveolar ridge, but the sides of the tongue away from the sides of the palate so that the breath passes out laterally. The simplest way to go from /t/ or /d/, /l/ is to leave the tongue-tip on the alveolar ridge and only lower the sides, and that is what we do. It is called lateral explosion. English Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. The quality of vowels is determined by the particular configuration of the vocal tract. Different parts of the tongue may be raised or lowered. The lips may be spread or pursed. The passage, through which the air travels, however, is never so narrow as to obstruct free flow of the air stream. Thus vowels have been traditionally classified according to the three questions: How high is the tongue? What part of the tongue is involved; that is, what part is raised? What part is lowered? Is the vowel rounded or not? Due to typographic difficulties, detailed description of vowels will not be presented (refer to Tam, 1999 for more information).

2.15 Causes of Errors

The sources of pronunciation errors might be the first native language since the speaker tries to transfer words and meaning of sentences to the second language. Lado (1957, in Gass and Selinker 2008, p. 89) testifies that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture – both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives. Also, Faerch and

Kasper (1987, in Mahmoud 2010, p. 127) conclude that “transfer is a psycholinguistic process whereby L2 learners activate their previous linguistic knowledge in developing or using their inter-language”. Mahmoud also adds that “transfer may be used as a learning strategy to formulate hypotheses about the target language and as a communication strategy to test these hypotheses”. The causes of errors in each category:

1. Replacing a sound by another No doubt the most source of error in pronouncing English words is the lack of the phoneme in Arabic such as /p/, /v/, and the speaker will choose a close phoneme sound from Arabic as /b/, /f/; so there is an interference of the Arabic mother tongue on the learner pronouncing English.

2. Confusion with vowel sounds the vowel sounds in English are difficult and many while the vowel sounds in Arabic are simple and not many. Thus, the /i/ and the /e/ vowels in the words "sit" and "set" or in "will" and "well" are confused. The students could see "key" as "quay" and produce a complete different sound from the original word. Therefore, the variant pronunciation of the same vowel in different words creates difficulties. For example, "son", "come", and "among" have minor "o" sound that is hard to detect by learners. Word/# correct Pronunciation Notes Hot dog 2 Pause (All) Correct: must link Go on with no pause. Correct: must pause with w sound in between Gentleman-/'dʒɛnt ə lmən/ Pause 8 G sound-wrong pronunciation Rise /raɪz/ Intonation (yes/no) Fall- /fɔ:l/ Intonation (yes/no) There are pronunciation problems related to differentiating the sound of have two vowels e.g. the students confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əu/ as in not, note and /æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late; also, in feat and boot where the first is pronounced as /ee/ and the second as /oo/. The words book, could are pronounced with the same /u/ sound. 3) Stress problems The speakers cannot decide where to add the stress (on what syllable); for example, the stress is on the first syllable (yesterday) and on the second syllable (tomorrow).

2.16. Previous Studies on Pronunciation

A number of researchers focusing on English pronunciation problems of Thai learners have created their own experiment or tests. For example, an insightful study focusing on Thai learners' pronunciation of English was

conducted by Kanoksilapatham (1992). The findings of her study indicated that Thai learners of English had difficulty with English pronunciation, especially in pronouncing four-syllable English words. Specifically, among four types of the words tested: nouns, verbs, adjective, and adverbs, verbs were found to be least-well pronounced, whereas the nouns with an –ity ending were most correctly pronounced. The findings were interesting, demonstrating that that incorrect placement of word stress was evident; in certain words, final syllables seemed to be stressed rather than the first syllables. Looking at the relationship between the perception and the production of English word stress by Thai learners, Jarusan (1997) found that the learner’s English experience played a vital role in the perception and the production of English word stress. The study suggested that language learning experience and the exposure to the language could help the learners to learn a foreign language and have a constant of their language ability. However, the listening ability was individualistic as constant practice and continuous exposure to the language which will help the language learners develop their language ability in a long term aspect are needed. English loan words are considered to be a problem for Thai speakers of English. Korsuwan (2001) studied the assimilation of English loan words by Thai speakers. It was found that the problem of pronunciation occurred from background knowledge and Thais’ behavior to share the phonological both in Thai and English language. Most Thai speakers decided the accuracy by imitating the phonological pattern from hearing. Moreover, the study indicated that consonant sounds, vowel sounds and clusters were problematic for Thai learners especially the final cluster consonant such as /l/ and /ch/. In a nutshell, most Thai speakers substituted to pronounce the difficult sounds by adding their own rules to pronounce easily. Although the preponderance of previous studies focused on Thai learners’ pronunciation of English, and yield congruent results that Thai learners of English

had difficulty with English pronunciation, certain criticism of limitations of such studies should be taken into account. First, different scholars and researchers have investigated learning strategies from different aspects and area of speaking skills, leading to somewhat different pedagogical implications. In addition, creating researchers' own tests and questionnaires to meet the establish objectives of previous studies lead to questions of the reliability and application of the analysis. Then, despite the enormous number of learning variables studies, many studies tend to focus on one factor to investigate in a study. Finally, in this light of this line of research, there is very little research focusing on Thai students' English pronunciation studying in the field of sciences. These reasons suggest a need for more studies in this research area.

Shak, et al. (2016) states that participants are more likely to make mistakes in pronouncing fricatives consonants. Analysis of the errors indicated that among the problematic sounds are the voiced TH /ð/ (i.e. then, other, they, and that) and voiceless TH /θ/ sounds (i.e. north). Data obtained from this study have also indicated that Malaysian students have problems with pronouncing the /t/, /d/, and /g/ plosive consonants. In addition, it can also be observed from the data collected that the participants have problems with deciding whether to use long and short pure vowel sounds. Kho (2011) indicates that Mandarin Chinese and Malay appeared to have some influence on English pronunciation. In consonants, for instance /θ/, /ð/, /dʒ/, /ʒ/ and /v/ are unshared sounds specific to English. /θ/ and /ð/ were realised as stops /t/ and /d/ respectively. As for vowels, the diphthong /eɪ/ was substituted with the monophthong /e/, as /eɪ/ does not exist in Mandarin Chinese. Jumrina (2014) studied the pronunciation of English words among Indonesian students. After analyzing the data about errors pronunciation of English vowel /æ/, /a/, /ə/ and /ə/, the researcher found that the kinds of errors made by the subjects are included in morphology and phonological errors. The subjects made three

general errors namely shortening, lengthening and substitution voice. According to Centerman & Krausz (2011), the results from Swedish students in Sweden show that the students seem to find it most difficult to perceive and produce words containing the /tʃ/ (i.e. cheap) and /ʃ/ (i.e. sheep) phonemes. When one of the sounds occurred in initial position, the students seemed to find it more challenging to perceive and produce than when the /tʃ/ sound occurred in final position, and they instead perceived or produced the /ʃ/ sound. The reverse pattern was apparent when students were asked to produce the /ʃ/ sound as well. While, the research carried by Hassan (2014) noticed that many Sudanese Students have problems with the pronunciation of monophthongs that have more than one way of pronunciation. Confusing /s/ and /θ/, /z/ and /ð/, /p/ and /b/, /v/ and /f/, /ʃ/ and /tʃ/ usually lead some SS to a mispronunciation and they may lead the listener to a misunderstanding.

Recent researches in pronunciation teaching had shown that the speaking part of the language can be mastered through effective teaching on phonetics. Liu and Fu (2011), in their experimental study on Chinese foreign language learners, exclaimed the effectiveness of teachers' instruction and continuous monitoring technique used to improve their accurate pronunciation of English. Thompson (1991), conducted an experiment on thirty-six Russian native speakers by making them read sentences and prose texts and examining their responses towards spontaneous speech. The inference from this experiment was that, those tasks positively influenced the learners' performance in gaining pronunciation accuracy. Jilka M. et al (2007), say that acquiring a new sound system of an unfamiliar foreign language largely depends upon the 'individual aptitude' of a learner. Yokomoto (2016), investigated on the recent trends in teaching pronunciation, especially on 'Teachers' instructional decision-making' in Tokyo Universities and found that the technique of giving effective instruction and peer feedbacks can exclusively support the teaching of pronunciation. Meskhi (2002), highlighted on

the fact that in learning a second language, ‘phonology’ must be given preference, as it renders a ‘systematic approach’ to ESL teaching. This idea was emphasised by conducting a comparative study on Georgian and English native speakers (adult) learning English and Georgian, respectively and analysing the phonetic mistakes made by the learners during the process. The paper also suggests a systemic approach to vowel acquisition. Researches on different native language speakers and their optimistic outcomes couldn’t serve the best for Indian English speakers. The drawback of all these researches is been rectified in this paper. Ikhsan, M. (2017) has observed only on the main factors manipulating ESL learners’ pronunciation by experimenting on the students of ‘STKIP PGRI’, West Sumatera. Pronunciation, being the toughest part in speaking English, has more to do with teaching and practicing other than just diagnosing the factors and misconceptions. This paper attempts to provide few necessary techniques and methods in teaching pronunciation for Indian speakers. Taufiq (2016), conducted a ‘case study’ by investigating an international ESL student about the difficulties and issues faced while learning English in an English-speaking country and offered some approaches like ‘The theory of social identity in second language acquisition’ (Peirce, 1995). This research is effective, but it is not feasible for every learner to go to an English speaking country and practice English to obtain correct pronunciation.

B. Previous Studies on Pronunciation A number of researchers focusing on English pronunciation problems of Thai learners have created their own experiment or tests. For example, an insightful study focusing on Thai learners’ pronunciation of English was conducted by Kanoksilapatham (1992). The findings of her study indicated that Thai learners of English had difficulty with English pronunciation, especially in pronouncing four-syllable English words. Specifically, among four types of the words tested: nouns, verbs, adjective, and adverbs, verbs were found to

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Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners' with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless' sounds.

1. Intonation: intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random House Unabridged English Dictionary, intonation is defined as "the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence" Firth (1992) suggested that teachers should check the following question: are the students using a suitable intonation pattern? Is a falling intonation used with WH- questions? Are the students changing pitch to indicate the major stress in a sentence?.
2. Stress and rhythm: stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables in a sentence.
3. Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the

glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked. There are five vowel in English (a ,e ,I ,o ,u) . One definition of a diphthong would be a combination of vowel sounds. 4. Consonants: A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, lm m, n, p, q, r, s, t, v, w, x, y, z. and the 4 consonant cluster, Ch, sh, th, and ng. Scarcell and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless. 5. Voiced and voiceless: all the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced. But some of the consonant sounds are voiced. Nunan noted that most people think of pronunciation as the sounds we make while speaking as speakers of a language, we need to be able to understand each other, in terms of speech production, the Longman dictionary of applied linguistics defines pronunciation as “the way sounds are perceived by the hearer (Nunan, 2003). According to Nunan (2003) the background of teaching pronunciation, as well as the place of pronunciation teaching in the ESL/EFL classroom, has undergone some dramatic changes over the past 50 years. Much research has been done on the benefit of using English songs for English learners in language acquisition (Hsu 2002; Lo, 2002; Yen, 2004) or young learners learning motivation toward the use of English songs in English teaching (Chen & Chen, 2009). However, few previous studies (Bake, 2007; Luo, 2008) investigated adult learners learning motivation or learning performance through the use of English teaching. The purpose of this study is to explore how using English songs in English classes can create a successful language teaching and learning situation to increase learners’ motivation. According to Schoepp (2001) research, it indicated songs may largely benefit of the motivational and structuring properties

of music in song. Students learned lyrics playfully and happily when they were singing, performing and listening to music (Murphey, 2002). Further, according to liu's (2002) study, finally, Domoney (1993) examined the using of pop music in EFL students, it showed pop music was the most frequent and meaningful exposure to English class. According to Budden's study (2003), she pointed out Intl. j. Basic. Sci. Appl. Res. Vol., 2 (9), 840-846, 2013 842 that teenagers loved listening to music and much English popular music can be a source for highly motivating activities. According to the multiple intelligences which were performed by Gardner (1993), he described music as one of the human intelligences; Therefore , much research have attempted to investigate whether using music can promote language teaching and learning outcome for the different ages of learners (Lin, 2010; Yen, 2004). Because of the multimedia and modern techniques, some amount of English popular songs can be used for English teaching. Much research has been examined the advantage of learning English through songs in classroom (liu, 2002). Motivation has been considered as a major factor for being successful in second language acquisition (Budden,2003).Gardner (1993) stressed that an individual who has higher motivation would like to learn languages , enjoy in language learning, and attempt to gain knowledge of the target language. More recently, linguist Alison (Wary, 1998) and the anthropologist Steven Mithen maintain that there was a common precursor to music and language, a“music language” that focused on messages more than words (Mithen, 2005). Lin advocated the use of story-telling and singing activities to promote pronunciation and develop the listening: therefore, much research have attempted to investigate whether using music can promote language teaching for different ages (lin, 2010). Sukket (2007) studied the use of song activities and promoting the English speaking ability and the vocabulary knowledge of grade 1 students. The instruments used in this study were lesson plans using song activities, English

speaking ability tests and vocabulary knowledge tests. The findings indicate that after being taught through songs, the speaking ability level of the students were at a moderate level(3%)and passed the criterion. the vocabulary level of the students was at a very good level(59.38%),at a good level (34.38%)and passed the criterion. Feed back and correction have mainly been investigated in the writing classes. For example, according to Hyland and Hyland (2006) providing feedback to students has come to be recognized as one of the ESL writing teacher’s most important tasks. It can be in the form of “written commentary, error correction, teacher-student conferencing, or peer discussion” (p.xv). It offers the kind of individualized attention that is otherwise rarely possible under normal classroom conditions. Feedback as viewed by Magno and Amarles (2011) necessitates the existence of gaps between what has been learned and the target competence of the learners, and the efforts undertaken to bridge these gaps. The role of feedback and correction; however, has not been properly touched in the area of speech production and pronunciation improvement of foreign language learners.

Chapter Three

Methodology and Procedure

3.0 Overview

The current study presents the method utilized in analyzing the collected data in order to fulfill the objectives of this study. A written questionnaire for teachers and test for students were done so as to analyze the problems of pronouncing and writing diphthongs and triphthongs among the students of Arts at the University of Shendi.

In addition to that, the aim of this study is to identify, analyze and classify the pronunciation errors made at the level of the consonant cluster, diphthongs and triphthongs. Throughout the current practical chapter, different information would be handled in details, starting from the research methodology which is about the sample population, research instruments, research setting and procedure. Then the focus would be on data analysis and interpretation as well as the discussion of the results. The researcher has followed the experimental method, where a test on pronunciation as sounds transcription has been designed and distributed among EFL Learners in the University of Shendi in addition to a questionnaire for teachers.

3.1 Sampling and the Participants

There is no doubt that the research population should be considered first by the researcher, the population that he is going to utilize in the study. On the other hand, the participants of the current study of fourth year students at the department of English Shendi University, for the academic year 2021/2022. They were 20 male and 10 females, and their native tongue was Arabic. They were graduate. The reason lies behind why the researcher chooses the fourth year is that the students have been exposed to the phonetic module, and therefore to pronunciation lessons for two years at University.

3.2. Procedure

The researcher first created a lovely rapport with participants. Then so as to reduce and alleviate students' anxiety and tension, they were assured that the pronunciation test would not affect their grades and marks, and their performance in the test not be shared with anybody, it is just used for research purposes with the participants identity to be anonymous. Then they were asked to give a look at the pronunciation items, read them aloud, and then write them as required. The test

was undertaken and performed by the students individually in a friendly atmosphere.

On the other hand, after the data were collected, the researcher took a look at the test papers and transcribed the problematic intrusive vowels made by the participants and diphthongs and triphthongs based on his phonetic training and teaching experience.

3.3 The Study Tool

In order to identify the primary data of the study, analyze the results of the study, and verify the achievement of the objectives and hypothesis of the study, the questionnaire was tested as an essential tool for collecting field facts.

Where the questionnaire with closed questions using the triple gradation was used to answer the questions of the questionnaire axes (The Triangular Likert Scale), which are:

Agree Neutral Disagree

3.4 The Study Population

The targeted study population is the students of Arts, Department of English Language at the University of Shendi.

3.5 Instruments

Two instruments were used for collecting data in the present study: a questionnaire, and a pronunciation test. Initially, difficulties of English learners in the pronunciation of English consonant cluster and diphthongs and triphthongs were identified. A pronunciation test was developed which consisted of various paragraphs, a set of individual sentences, and a word list (or isolated words) containing consonant cluster and intrusive vowels as well diphthongs and triphthongs. However, since classroom observation revealed that inserting the intrusive vowels and ignoring using diphthongs and triphthongs have high frequency of occurrence in the speech of EFL learners at the University of Shendi. The fact that the test items reflected types of pronunciation errors observed in the participants in class through their transcription which reveals their pronunciation adds to the validity of the test. It's worth noting that the test included words where

the intrusive vowel is used by EFL learners and words that contain diphthongs and triphthongs.

3.5.1 Validity of the test and the Questionnaire:

After designing the study tool (the questionnaire) and verifying its apparent validity, the researcher randomly selected a small group as an exploratory sample consisting of 20 populations.

The researcher presented the study tools (the questionnaire and test) in its initial form to a group of arbitrators with knowledge, experience and knowledge in the fields of scientific research and qualified and eligible to judge it. The researcher asked the arbitrators to express their opinion on the extent of the clarity of the statements of the study tools (the questionnaire and test), and the extent in which belongs and the extent of their suitability to measure what they were developed for, and the adequacy of the expressions to cover each of the axes of the study's basic variables as well as deleting, Adding or modifying any of the phrases.

3.5.2 The Reliability of the Questionnaire

To test the reliability of the questionnaire questions, the Alpha Kronpa Coefficient takes its division between zero and one. The closer, the stability value is to one, the higher the stability, and the closer to zero, the lower the stability. If the stability value is greater than 5.0, this means that the resolution statements are stable.

Increasing the value of the Alpha Krona Coefficient means the reliability of the of the data in direct way. The validity coefficient is calculated by calculating the root of the reliability coefficient, which is known as the validity of the test.

Stability means that the scale is stable is stable and does not contradict itself, meaning that the scale gives the same results with a probability equal to the value of the coefficient if it is reapplied to the same sample. As for honesty, it means the scale measures what it is designed to measure.

3.6 Statistical Methods Used in Description and Analysis of the Questionnaire

Descriptive statistical methods have been used in general decisions about the characteristics and features of the study population's composition and distribution,

where frequencies and percentages were extracted to identify the answers of the study sample members to all statements of the study variables.

The arithmetic mean was used to clarify the difference of each item importance comparing to other items, or the fact that those items are associated with different weights. This type is used in the case of a Likert scale for the triple gradation of the responses of the study sample members about the expressions of the basic study variables (axes) such as agree, neutral, disagree, where expresses the number 3 for the highest degree and the number 1 for the lowest degree, and this is much better than relying on repetitions only, in order to know the extent in which the answers of the study sample members rise and fall to each of the statements of the basic study variables, knowing that it is useful in arranging the statements according to the highest arithmetic mean.

The chi-square test was used to test the statistical significance of the study hypotheses to test the statistical significance of the study hypothesis at the level of significance 0.05. this means that if the value of the probability chi-square (sig) is from 0.05, this means that there are statistically significant differences between the respondents' answers to the statement.

The probability of chi-square is greater than the level of significance 0.05, which means that there are no significant statistically significant differences between answers of the respondents (The answers are close).

3.7 The Study Hypothesis Analysis

To analyzing the current study hypotheses chi-square test with matching quality will be used to see if there are statistically significant differences between the respondents' answers to the study's hypotheses statements. If the (sig) of chi-square test is less than the level of significance 0.05, then the test result is significant, that is, there are significant statistically significant differences between the respondents' answers to the statement, and so as to find out in whose favor the difference is, we calculate the value of the median for the question using the following table.

3.7.1 The Analysis of the First Hypothesis

The first hypothesis states EFL Learners at Shendi University face difficulties in English pronunciation caused by the mother tongue interference.

The Interpretation	The Question Arithmetic Mean Value	The Interpretation	Chi-Square Test Significant Value	Chi Square Test Calculated Value	The Question	The Question Number
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.000	60.00		1
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.000	65.8		2
The Respondents' answers tend towards agreement	1	There is no significant difference in the respondents' answers	0.705	0.17		10
The Respondents' answers tend towards Neutral	2	There is no significant difference in the respondents' answers	0.387	1.5		11
The Respondents' answers tend towards Neutral	2	There is a significant difference in	0.002	15.8		14

		the respondents' answers				
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.000	28		16
The Respondents' answers tend towards agreement	1	There is no a significant difference in the respondents' answers	0.247	1.5		17
The Respondents' answers tend towards Neutral	2	There is no a significant difference in the respondents' answers	0.212	2.5		18

Source: prepared by the researcher, from the field statistical analysis results2021.

From the Table:

We note that the significant values of most of the hypothesis statements is less than the significant level 0.05 , that means there significant statistically significant differences in the respondents' answers, and by looking at the arithmetic mean value for those phrases.

We found that most of the phrases tend to have their answers toward approval.

3.7.2 The Analysis of the Second Hypothesis

The hypothesis states that to what degree do the EFL Learners have problems with diphthongs and triphthongs sounds?

The Interpretation	The	The	Chi	Chi	The	The
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	Questi on Arith metic Mean Value	Interpretatio n	Squire Test Signifi cant Value	Square Test Calcul ated Value	Questi on	Questi on Numb er
The Respondents' answers tend towards Neutral	1	There is no a significant difference in the respondents' answers	0.157	1.2		3
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.041	10		6
The Respondents' answers tend towards Neutral	2	There is no a significant difference in the respondents' answers	0.414	1		15

Source: prepared by the researcher, from the field statistical analysis results2021.

From the Table:

We note that the second statement sig value is less than the significant level 0.05, and we observe that its arithmetic mean tends to approval, what means that the hypothesis is relatively verified in favor of those who agree because there is no significant difference in the respondents' answers, which means that id doesn't focus on a specific opinion (agree-neutral-disagree).

We deduce that the hypothesis is achieved and in favor of those who agree.

3.7.3 The Analysis of the Third Hypothesis

The hypothesis states that most of EFL Learners in the University of Shendi mismatch the standard Oxford dictionary transcription

The Interpretation	The Statement Arithmetic Mean Value	The Interpretation	Chi square Test Significant Value	Chi square Test Calculated Value	The Statement	The Statement Number
The Respondents' answers tend towards Neutral	2	There is no a significant difference in the respondents' answers	0.371	1.5		4
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.000	30		5
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.001	15		7
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.04	15.8		8
The Respondents' answers tend towards Neutral	2	There is a significant difference in the respondents' answers	0.03	28		9
The Respondents' answers	2	There is a	0.022	46		13

tend towards Neutral		significant difference in the respondents' answers				
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.007	30		19
The Respondents' answers tend towards agreement	1	There is a significant difference in the respondents' answers	0.03	15		20

Source: prepared by the researcher, from the field statistical analysis results2021.

From the Table:

We note that significant value of the most of the study hypothesis are less than the significant level 0.05 , and that means there significant statistically significant differences in the respondents' answers, regarding the statements arithmetic mean values, we find that most of questions tend to agreement. We deduce that the hypothesis is validated and in favor of those who agree.

We deduce that the hypothesis is validated and in favor of those who agree.

Chapter Four

Data Analysis

4.0 Overview

The chapter deals with the analysis of data, discussion and interpretation and the researcher analysis and the responses of the questionnaire items.

The main purpose of this study is an attempt to disclose the misuse of diphthongs and triphthongs in pronouncing English pronunciation as well as vowel insertion as a result to consonant cluster which made by EFL learners. To achieve those purposes the researcher collected data, based on his observation on the experiment group, through a whole semester, the eight semester of the academic year 2021-2022. The results of this observation are tabulated, analyzed and discussed in the following pages.

4.1 Analysis of Students' performance

Seven tables are introduced in this regarding the research questions concerning long vowels for EFL learners, classroom observation revealed that most of EFL learners deal with long or short vowels as diphthongs or other short and long vowels as displayed in the following table.

Table (4/1/1) shows students' mispronouncing for long vowels

English Word	Correct Pronunciation	Students' Pronunciation
Broad	brɔ:d	braud
Ward	wɔ:d	waerd
Calf	Kæf/ ka:f	ai
Learn	lɜ:n	læn
Seal	si:l	seil
curl	kɜ:l	kɔrl
Err	ɜ:	ier

With reference to the Arabic Language, we can see that the long vowels and short ones (diacritics) does exist, but there is neither diphthong nor triphthong. Regarding that, Arab learners make mistakes in using diphthongs, unless they practice them and consult the dictionary.

Table (4/1/2) shows students' mistakes in pronouncing diphthongs, pronouncing them as long vowels or other diphthongs.

English Word	Correct Pronunciation	Students' Pronunciation
Tone	əʊ	tu:n

Beer	biə	bi:r
They	ðei	thei
Way	wei	wai
Why	wai	wai
Hair	heə	hair
out	aʊt	əʊt

Table (4/1/3) presents that the majority of EFL learners who encounter difficulty in the pronunciation of the consonant cluster; they insert a vowel between the alphabets or at the beginning

English Word	Correct Pronunciation	Students' Pronunciation
Smile	smaɪl	ismaɪl
Spend	spend	espend
Stairs	steə(r)	istairs
Snake	sneɪk	isnæk
School	sku:l	isku:l
Debt	det	debt
Cautious	kə:ʃəs	kəʊes
World	wɜ:ld	worlid
Biscuit	bɪskɪt	bɪskwɪt
Flood	flʌd	Flu:d
Station	steɪʃn	isteɪn

vowel confusion & vowel insertion In this case, the participant substitutes a vowel sound by another; for example, 'will' could be replaced by 'well', 'sale' by 'sell', 'late' by 'let' or irregular vowels. The participant adds an intrusive vowel in the beginning of the word; for example, inserting an "i" before the word "smile" or "spend" or "school". The students added the (i) vowel in form of (e) as a letter before the word "spend" or inserted an extra (a) sound in (snake) and (i) before (school) but many (not all) students pronounced familiar words correctly such as "school"; while they made vowel errors in other words.

Table (4/1/4) shows students' mistakes in dealing with silent letters which does not exist in their mother tongue, or words that their pronunciation differs from their writing symbols

English Word	Correct Pronunciation	Students' Pronunciation
--------------	-----------------------	-------------------------

Cut	kʌt	kət
Knit	nit	knit
Net	net	nət
Knowledge	ˈnɒlɪdʒ	Knələdʒ
Knife	naɪf	knɪf
Write	raɪt	wreɪt
Psychology	Saɪˈkɒlədʒi	psaɪkelegi
Usual	ˈjuːʒəl	Uju:l
Furniture	ˈfɜːnɪtʃə(r)	fɜːnɪtʃə
Century	ˈsentʃəri	

English is known for its silent letters recurrence and inconsistency compared to Arabic, which confuses EFL learners who have no background about silent letter because in Arabic language each letter meets its written form and sound with no reference to silent letters.

Table (4/1/5) presents diphthongs and the way the respondents respond to them and substitute them with long vowels

English Transcription	Correct Word	Students' Pronunciation
bei	bay	Bee
peə	pair	pair
kaʊ	cow	key
bɔɪ	boy	bay
gəʊ	go	go
baɪ	buy	buy
Puə	poor	boor
Pi:pl	people	beoble

The students substitute diphthongs with long vowels, because vowels of Arabic are only short and long vowels, that's why learners whose background is Arabic make mistakes when find English word where there's diphthong or triphthong.

Table (4/1/6) shows multi-choices of transcribed diphthongs for EFL learners to choose the correct answer

English Word	Word Choices	The Correct Choice	The students' Choice
Face	əi - ei - iə - oʊ	ei	əi
Employ	ai - ɔi - ei - iə	ɔi	iə
Space	ei - ai - ɔi - oʊ	ei	ai
Mouth	aʊ - əʊ - əi	aʊ	əʊ
Beard	ei - iə - əʊ - ai	iə	ai
Brown	aʊ - əʊ - əi	aʊ	əʊ
Chair	eə - əʊ - ai - ɔi	eə	eə
year	əi - ei - iə	iə	əi

Table (4/1/ 7) shows words and students should suggest one of suitable given triphthongs

The English Word	The Triphthong Choices	The Students' answer	The correct answer
Flour	aʊə - oʊə - aiə - eiə	oʊə	aʊə
Fire	aiə - eiə - oʊə - aʊə	eiə	aiə
Loyal	ɔiə - əiə - oʊə - aʊə	oʊə	ɔiə

The same to diphthong, there's no reference to them in Arabic language.

Table (4/1/8) shows the students' problems in both, the intrusive vowel and diphthongs

The English Word	Correct Pronunciation	Students' Pronunciation
Spring	sprɪŋ	esprɪŋ
Clothes	klɒðð	klɒðis
Dream	dri:m	drim
Claim	kleim	kliem
Dry	drai	drei
Fly	flai	fliə
Flight	flait	fliət
Months	mʌn	monsiz
Go	gəʊ	goo
Stress	stres	estres
Present	Pre'znt	'Present

Here comes the problem of the intrusive vowel, in which EFL learners make mistakes because they never have reference in their mother tongue where there is no more than two consonant clusters, but English can have more than three consonant cluster. Hence, the students make mistake by inserting a vowel to the beginning of a word.

4.2 Analysis of Teachers' Questionnaire

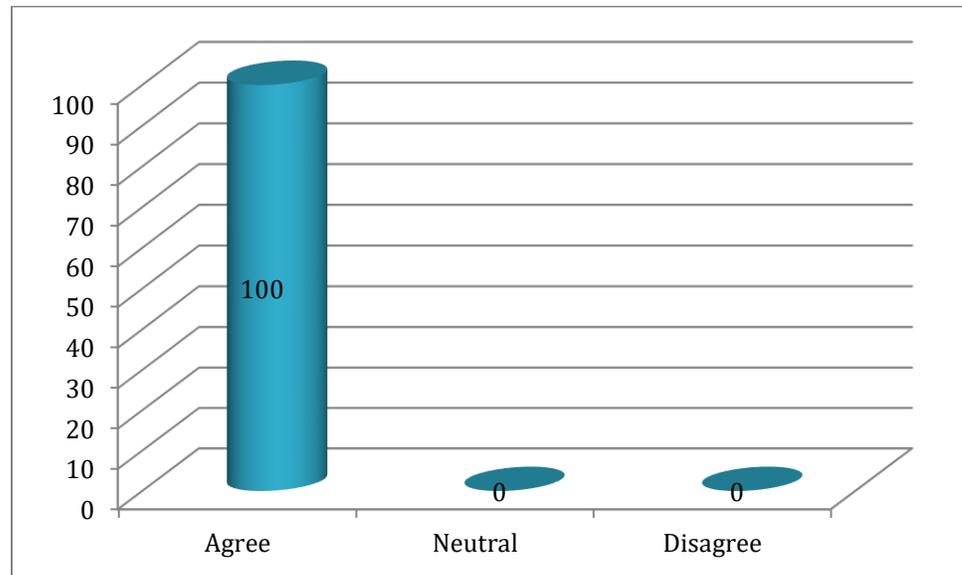
4.2.1 The presentation and Analysis of the Study Field Questionnaire

In this chapter, the statements of the questionnaire will be presented, describing the data and the relative frequency table for each of the questionnaire axes will be presented separately.

Table (4/2/1/1) Students have problems in pronunciation

Answer	Frequency	Percent
Agree	20	100
Neutral	0	0
Disagree	0	0
Total	20	100

Source: prepared by the researcher, from the field statistical analysis results2021.



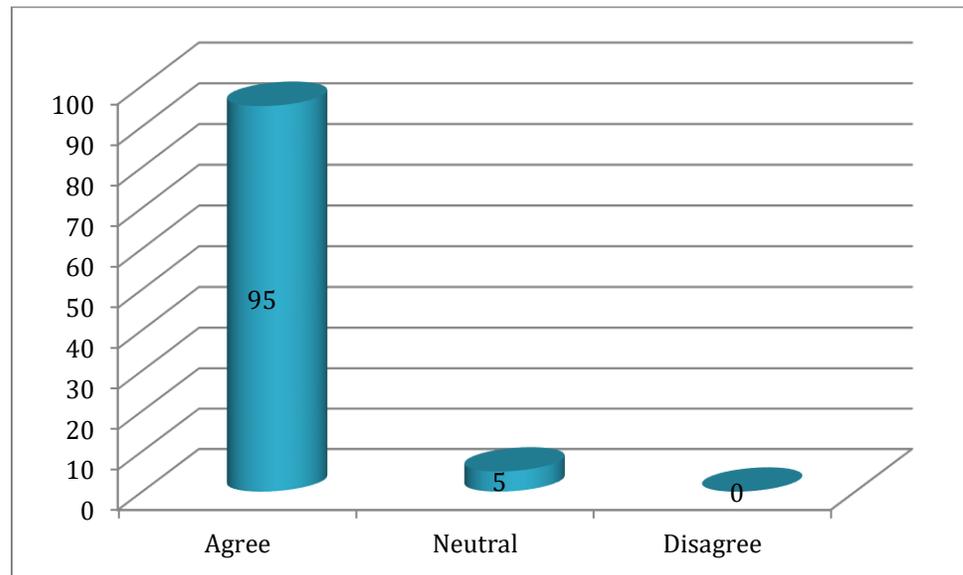
The findings obtained from the Figure and table reveal that 100% respondents' answer is agree, 0% is neutral, and 0% is disagree to the statement that “students have problems in pronunciation” Based on the findings obtained from the Figure and Table 1, many respondents agree that the students face problem in pronunciation, this means they observe their students mispronunciation in different words in many situations connected to communication or other activities.

Table (4/2/1/2) I recommend students to practice the pronunciation inside the classroom

Answer	Frequency	Percent
--------	-----------	---------

Agree	19	95.0
Neutral	1	5.0
Disagree	0	0
Total	20	100

Source: prepared by the researcher, from the field statistical analysis results2021.



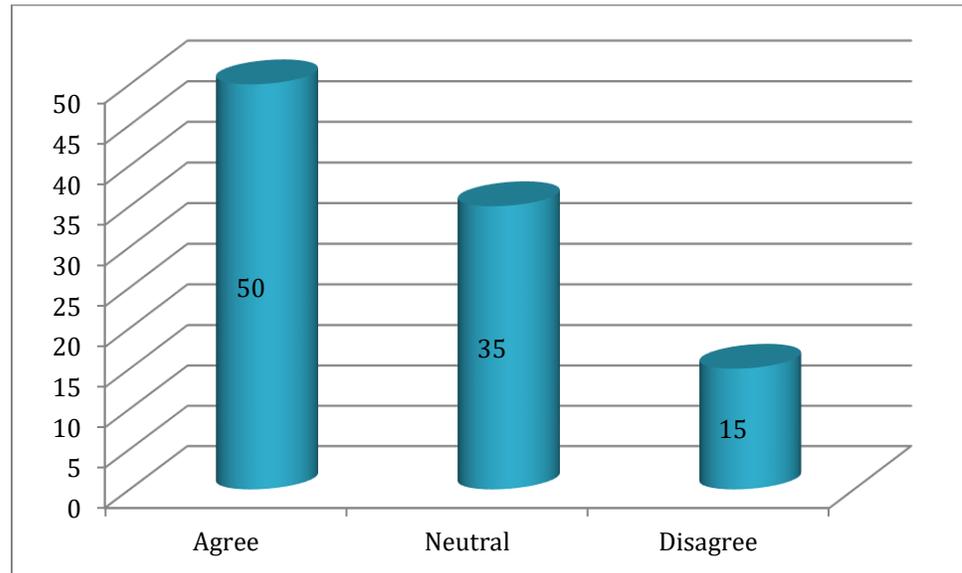
The findings obtained from the Figure and table (2) reveals that 95% of the respondents' answer is agree, 5% is neutral, and 0% is disagree to the statement that "I recommend students to practice the pronunciation inside the classroom", as the figure and table represent that many respondents agree they recommend the students to practice the pronunciation inside the classroom. This means the majority of learners neglect their teachers' recommendations.

Table (4/2/1/3) I review diphthongs and triphthongs at their phonemic level

Answer	Frequency	Percent
--------	-----------	---------

Agree	10	50.0
Neutral	7	35.0
Disagree	3	15.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results 2021.



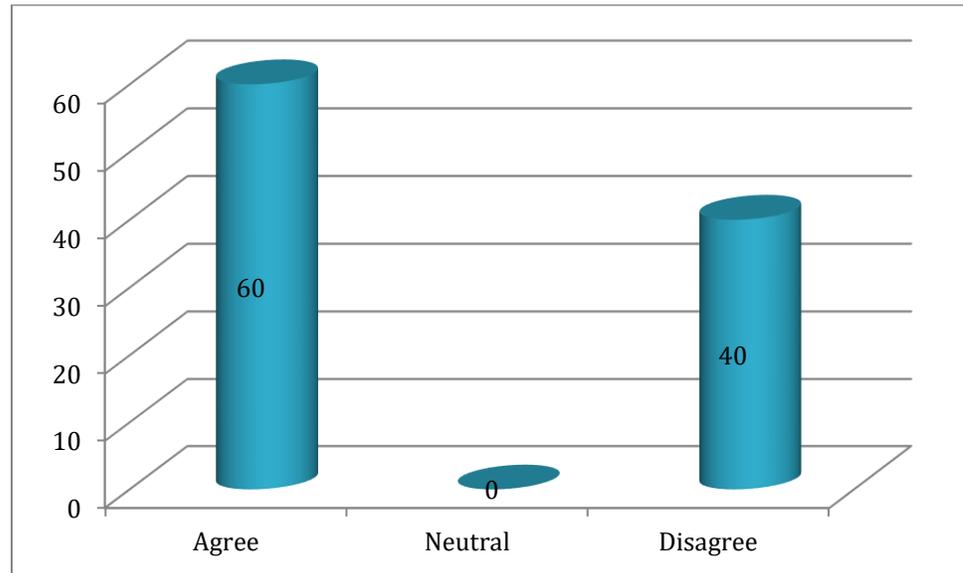
As the figure and table 3 show that 50% of the respondents' answer is agree, 35% is neutral, and 15% is disagree to the statement "I review diphthongs and triphthongs at their phonemic level". According to the findings, the students have problems in using diphthongs and triphthongs because there is no reference to them in their mother tongue, that is, their teachers urge them to practice so as not to fall in mistakes.

Table (4/2/1/4) I focus on avoiding intrusive vowels in the students' speech

Answer	Frequency	Percent
--------	-----------	---------

Agree	1	60
Neutral	0	0
Disagree	8	40.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.



According to the findings in Figure and table 4, 60% of respondents' answer is agree, 0% is neutral, 40% is disagree to the statement that "I focus on avoiding intrusive vowels in the students' speech." The majority of respondents stated that students insert a vowel at the beginning or the word middle because of the lack of consonant cluster in Arabic, and the redundancy of consonant cluster in English, that's why teachers recommend them to avoid such mistakes.

Table (4/2/1/5) Students are required to perform role plays where phonetic sounds must be performed in dialogues

Answer	Frequency	Percent
Agree	15	75.0
Neutral	3	15.0
Disagree	2	10.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

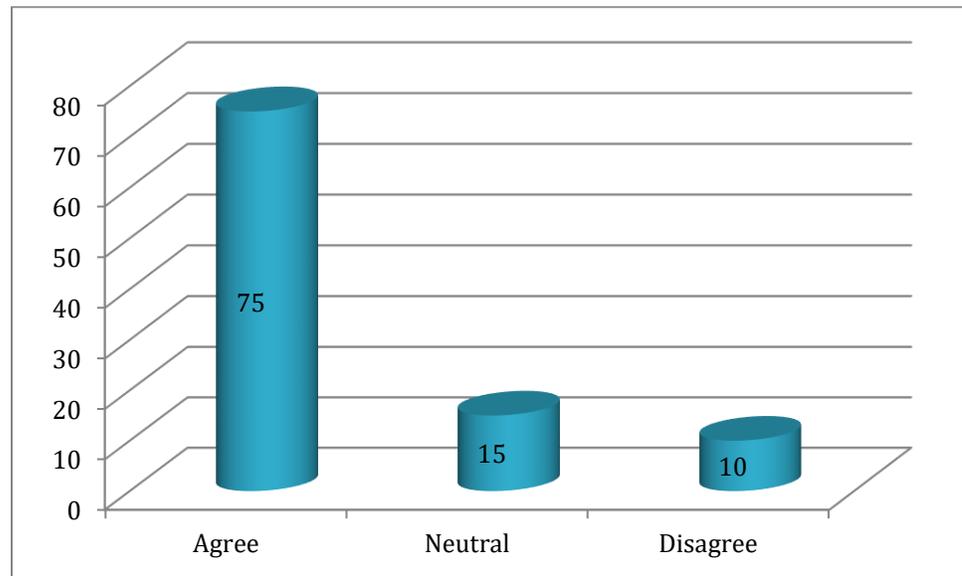
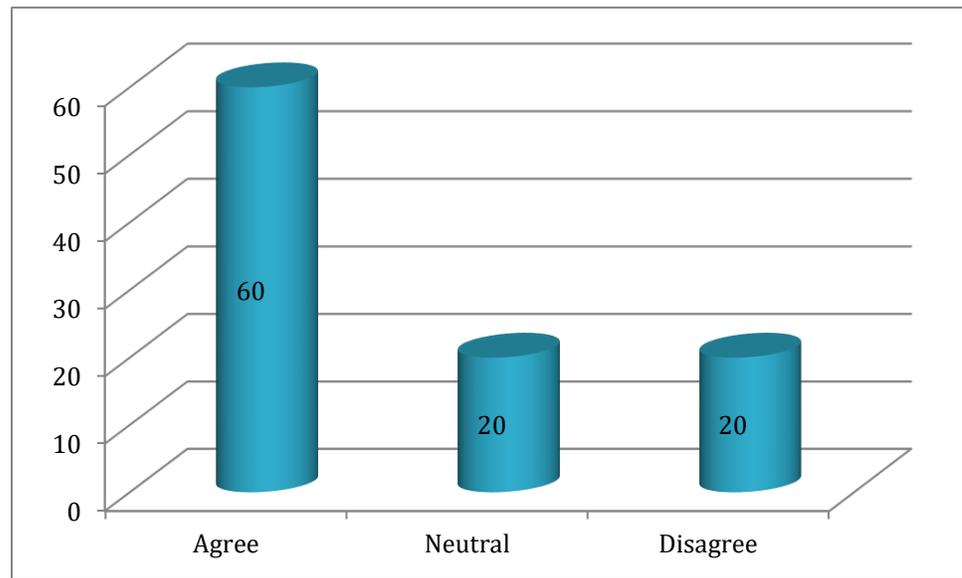


Figure and table 5 demonstrates that 57% of respondents’ answer is agree, 15% is neutral, 10% is disagree to the statement that “Students are required to perform role plays where phonetic sounds must be performed in dialogues”. The majority of respondents expressed that knowing phonetic sounds as performing dialogues is significant for the EFL learners, which provide them assistance and help them to improve their pronunciation.

Table (4/2/1/6) I present phonetic transcription in L1 and L2 highlighting the using of diphthong and triphthong

Answer	Frequency	Percent
Agree	12	60.0
Neutral	4	20.0
Disagree	4	20.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

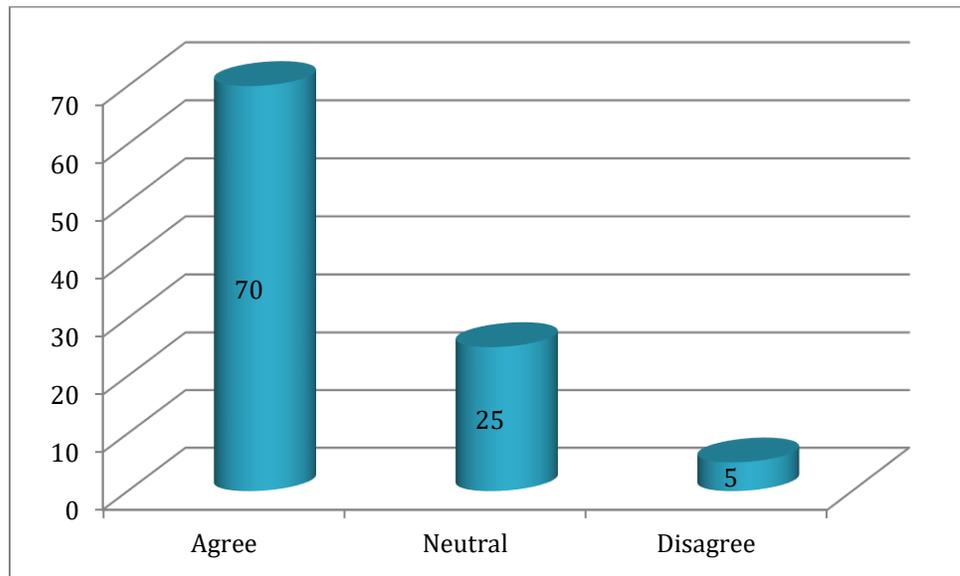


Based on the findings in Figure and table 6 that 60% respondents' answer is agree, 20% is neutral, 20% is disagree to the statement "I present phonetic rules in L1 and L2 highlighting the using of diphthong and triphthong." The majority of respondents unanimously agreed that they present vowel rules in the mother tongue and target language highlighting the difference by concentrating on diphthongs and triphthongs, which they does not exist in Arabic (Arabic has short and long vowels only). As a result EFL learners make mistakes by substituting English diphthongs by long vowels.

Table (4/2/1/7) the syllabus allows learners to perform student-to-student dialogues to talk about life events applying a given pronunciation point in the class.

Answer	Frequency	Percent
Agree	14	70.0
Neutral	5	25.0
Disagree	1	5.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

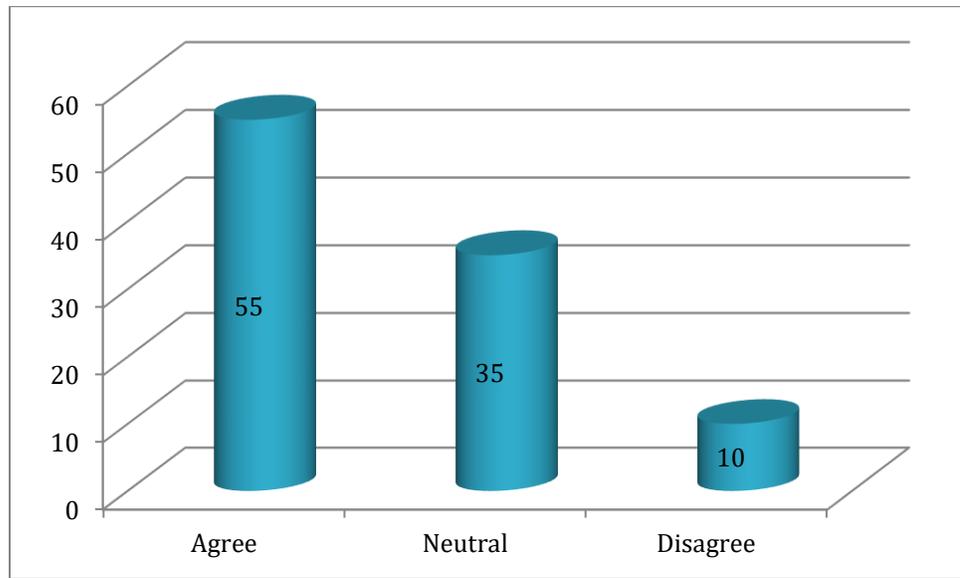


The findings of Figure and table 7 indicated that, 70% respondents’ answer is agree, 25% is neutral, and 5 % is disagree at the statement: “The syllabus allows learners to perform student-to-student dialogues to talk about life events applying a given pronunciation point in the class” The results revealed that many respondents agreed that the syllabus is equipped and prepared well to assist students enhance their pronunciation, but they seem that they don’t pay much attention.

Table (4/2/1//8) I utilizes information gap activities where students have to respond to pronunciation activities

Answer	Frequency	Percent
Agree	11	55.0
Neutral	7	35.0
Disagree	2	10.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

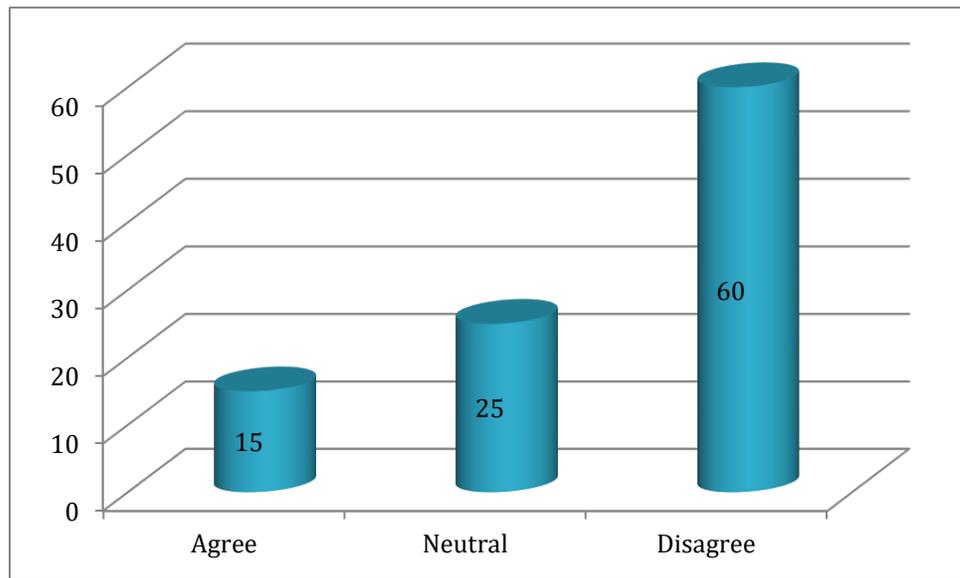


As the Figure and table 8 show, 55% of respondents' answer is agree, 35% is neutral, 10% is disagree at the statement: "I utilizes information gap activities where students have to apply pronunciation activities" According to the findings, the majority of respondents agreed that they use information gap to give students an opportunity to practice the pronunciation.

Table (4/2/1/9) Students pronounce the English words accurately according to Oxford dictionary Transcription.

Answer	Frequency	Percent
Agree	3	15.0
Neutral	5	25.0
Disagree	12	60.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

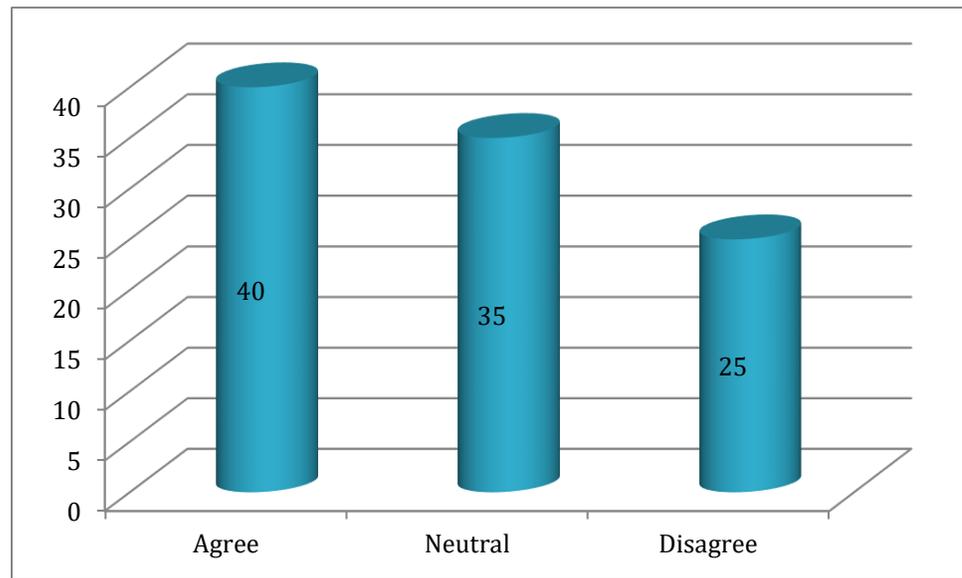


The findings obtained from the Figure and table 9 reveal that, 15% of respondents' answer is agree, 25% is neutral, 60% is disagree at the statement "Students pronounce the English words accurately according to Oxford dictionary Transcription." Based on the findings obtained from the Figure and table 9 many respondents disagreed that EFL learners pronounce words according to Oxford Dictionary Transcription. That's, most EFL learners face a real problem in pronunciation because they don't pronounce words correctly.

Table (4/2/1/10) I generate teacher-student interaction which phonetics is put into practice

Answer	Frequency	Percent
Agree	8	40.0
Neutral	7	35.0
Disagree	5	25.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

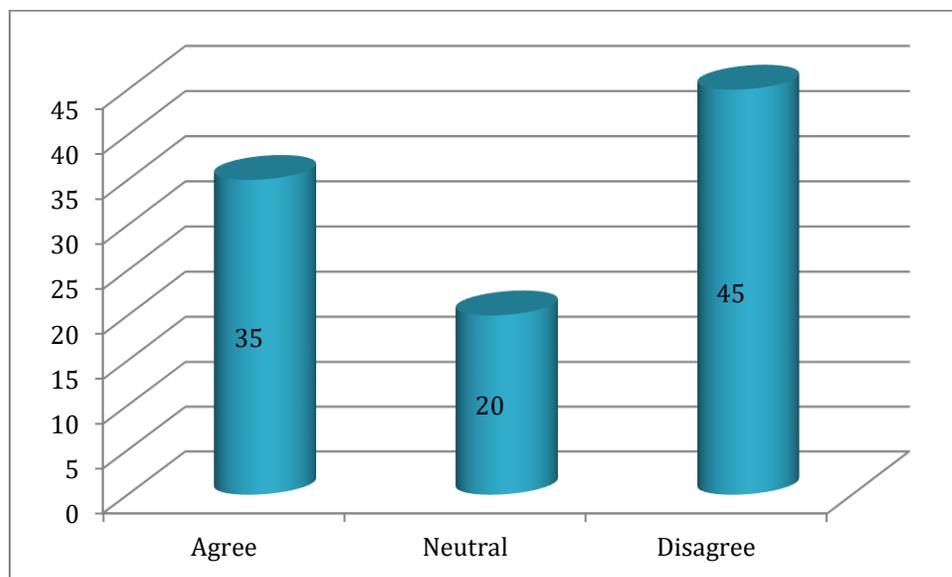


The findings obtained from the Figure 10 reveal that 40% respondents' answer is agree, 35% is neutral, 25% is disagree at the statement: "I generate teacher-student interaction which phonetics is put into practice." As the Figure 2 represents, many respondents agreed that they encourage teachers' interaction with students to practice phonetics; as a consequence students could improve their pronunciation.

Table (4/2/1/11) I use phonetics exercise work sheets in the class

Answer	Frequency	Percent
Agree	7	35.0
Neutral	4	20.0
Disagree	9	45.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

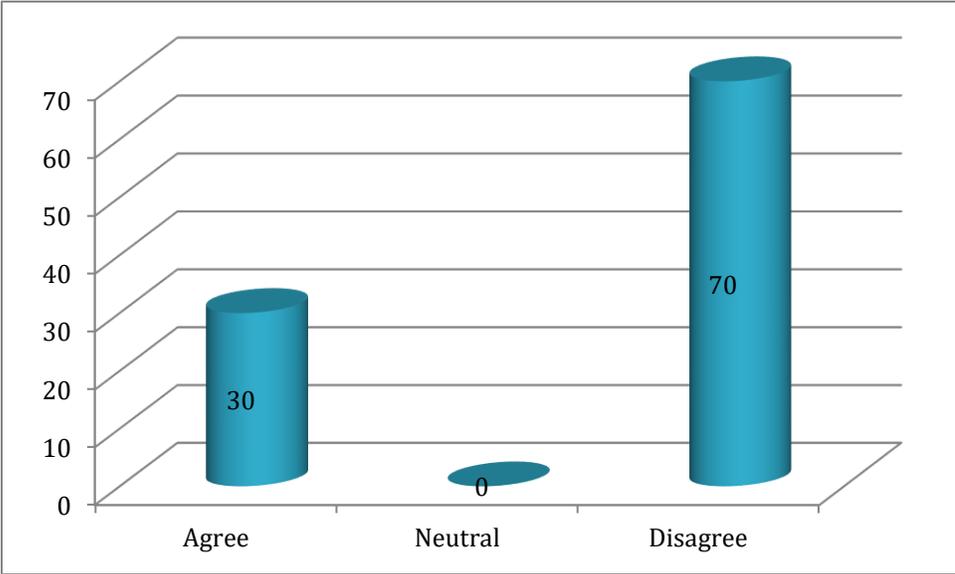


As the Figure and table 11 show that 35% of the respondents' answer is agree, 20% is neutral, and 45% is disagree to the statement "I use phonetics exercise work sheets" According to the findings, the majority of respondents disagreed that they use phonetic exercise worksheets, in turn the students find difficulty in knowing and practicing sounds to make words and sentences,

Table (4/2/1/12) the students pronounce diphthongs and triphthongs correctly and accurately

Answer	Frequency	Percent
Agree	6	30.0
Neutral	0	0
Disagree	14	70.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.



According to the findings in Figure and table 12 that, 30% respondents answer is agree, 0% respondents is neutral, and 70% is disagree at the statement: “The students pronounce diphthongs and triphthongs correctly and accurately.” The majority of the respondents disagreed that the students pronounce diphthongs and triphthongs correctly, because this there is no reference for using diphthongs or triphthongs in their mother tongue and consequently they turn them to long vowels instead.

Table (4/2/1/13) Students don't make mistakes in pronouncing words such as spring, clothes, months and study.

Answer	Frequency	Percent
Agree	6	30.0
Neutral	2	10.0
Disagree	12	60.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

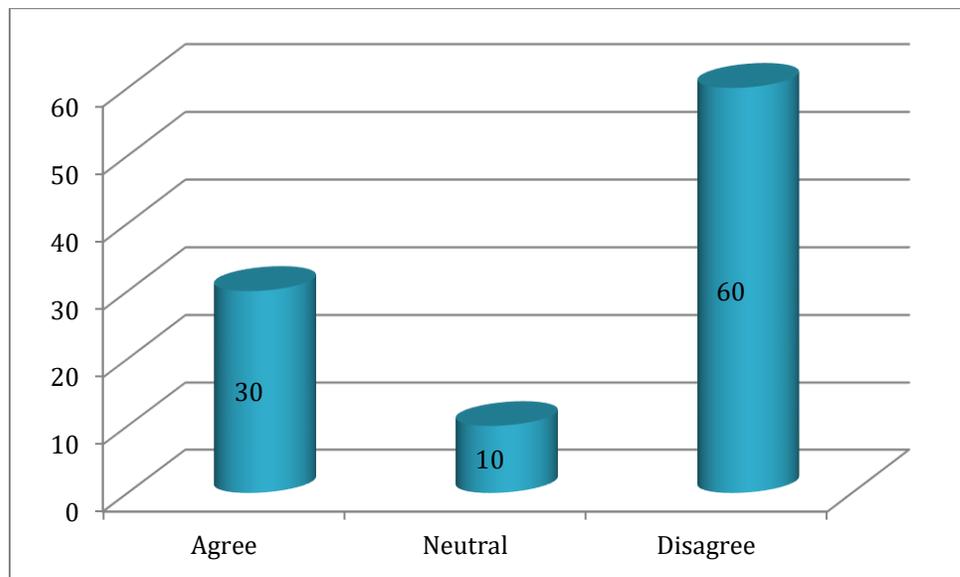
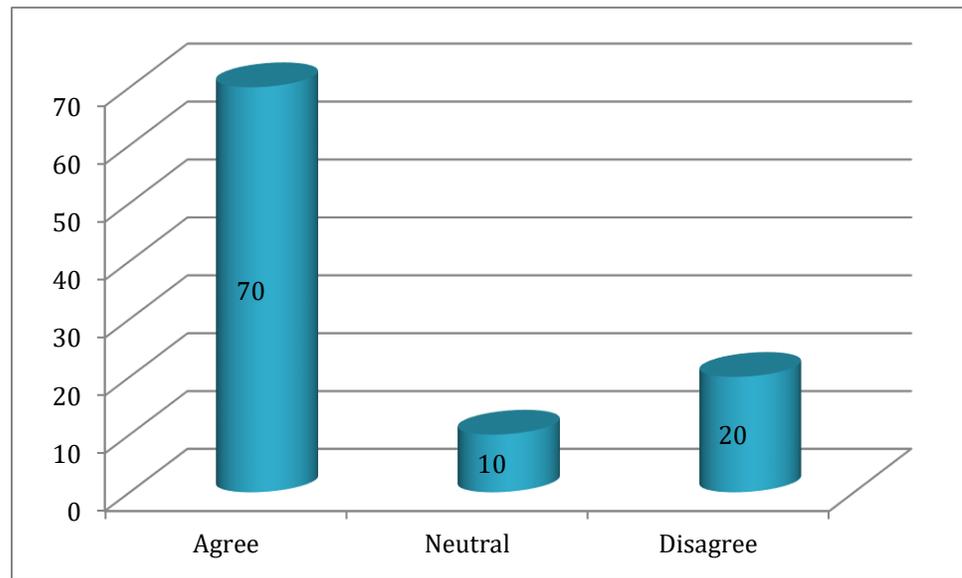


Figure and table 13 demonstrate that, 30% agree, 10% neutral, and 60% disagree at the statement “Students don't make mistakes in pronouncing words such as spring, clothes, months and study.” The majority of respondents expressed that the students insert an intrusive vowel because of consonant cluster which occurs frequently in English, but we can't see more than two in Arabic.

Table (4/2/1/14) Students’ wrong pronunciation caused by mother tongue interference

Answer	Frequency	Percent
Agree	14	70.0
Neutral	2	10.0
Disagree	4	20.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

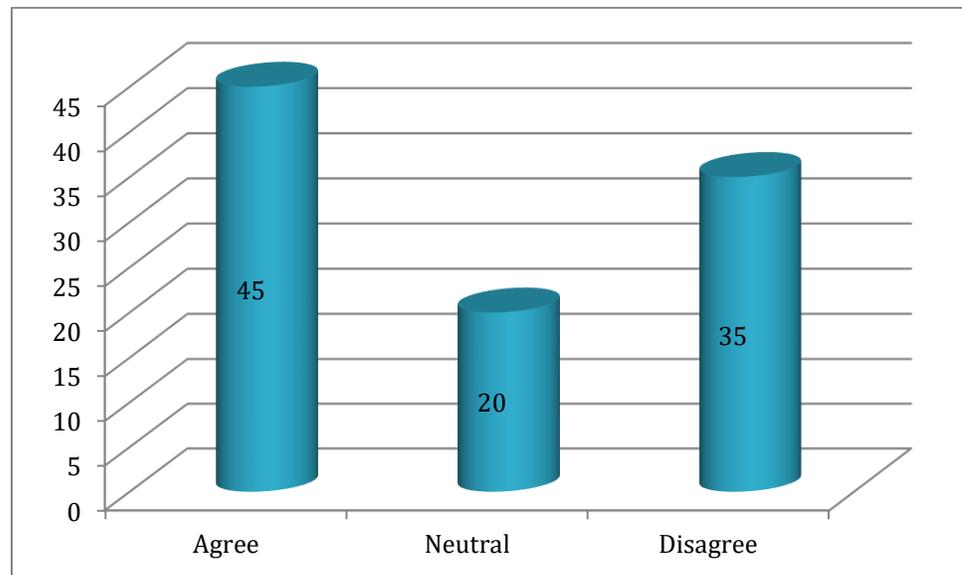


As the figure and table 14 show that 70% agree, 10% neutral, 20% disagree at the statement that: “Students’ wrong pronunciation caused by mother tongue interference.” The majority of respondents agreed that the students’ mispronunciation caused by mother tongue interference, that is, there is no diphthong in Arabic, in addition to the lack of more than two consonant in Arabic, and on the contrary, English is known for its frequency in consonant cluster.

Table (4/2/1/15) Teachers’ pronunciation is accurate and obvious.

Answer	Frequency	Percent
Agree	9	45.0
Neutral	4	20.0
Disagree	7	35.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.



The findings of Figure and table 15 indicated that, 45% agree, 20% neutral, and 35% disagree to the statement that: “Teachers’ pronunciation is accurate and obvious.” According to the findings, the majority of respondents agreed that teachers’ pronunciation is accurately, because teachers are in progress and improvement, they look forward to know a lot of words and their transcription, they consult the dictionary before lecturing their students, so students should imitate their teachers’ pronunciation to improve their levels.

Table (4/2/1/16) Students don't correct each other's pronunciation when speaking.

Answer	Frequency	Percent
Agree	18	90.0
Neutral	0	0
Disagree	2	10.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

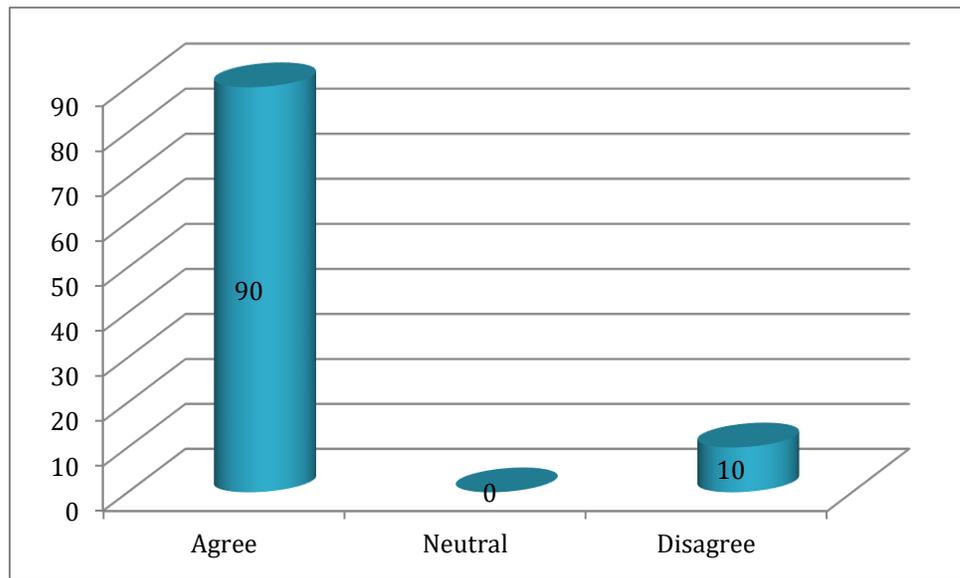
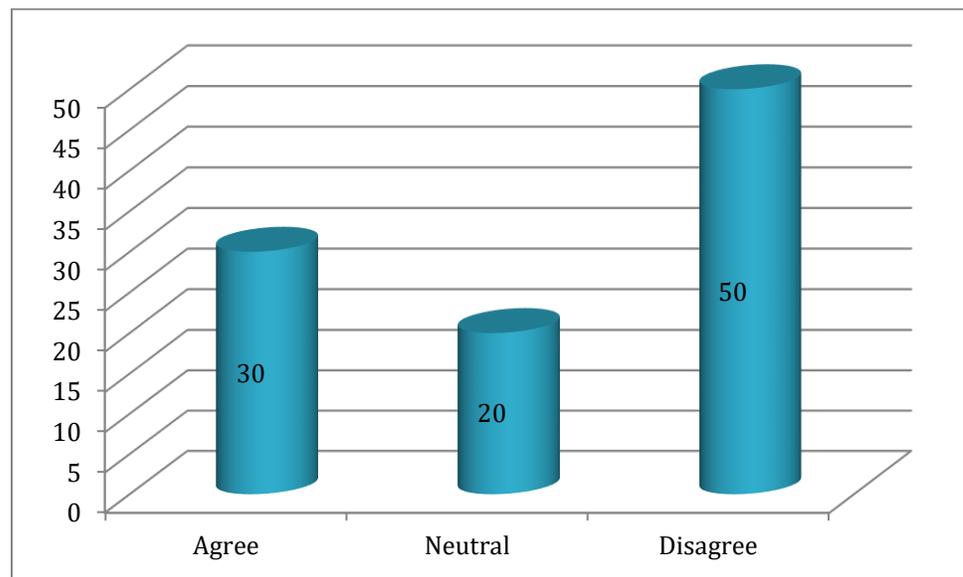


Figure and table 16 demonstrate that 90% agree, 0% neutral, 10% disagree at the statement that: “Students don't correct each other's pronunciation when speaking.” Based on the findings obtained from the Figure and table 16 many respondents agreed that the students don't correct each other's pronunciation, that is, correcting others pronunciation keeps them learn from their mistakes as well. This is definitely a good technique which help students to practice the confusing sounds, and correct the mistakes that they make.

Table (4/2/1/17) the students have no background about the phonetic rules

Answer	Frequency	Percent
Agree	6	30.0
Neutral	4	20.0
Disagree	10	50.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

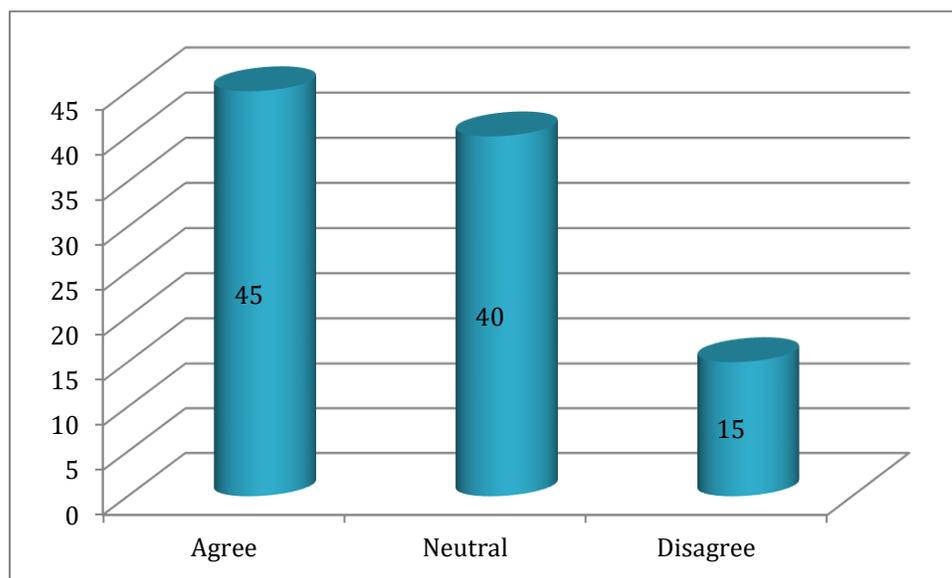


According to the findings in Figure and table 17 that, 30% agree, 20% neutral, and 50% disagree at the statement that: “The students have no background about the phonetic rules.” Based on the findings obtained from the Figure and table 16 many respondents disagreed that the students have no background about the phonetic rules, because students learn those rules in the phonetics syllabus, teachers teach them the phonetic syllabus and different rules, despite this background students mispronounce a lot of words.

Table (4/2/1/18) I correct student’s pronunciation mistakes during the lecture.

Answer	Frequency	Percent
Agree	9	45.0
Neutral	8	40.0
Disagree	3	15.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

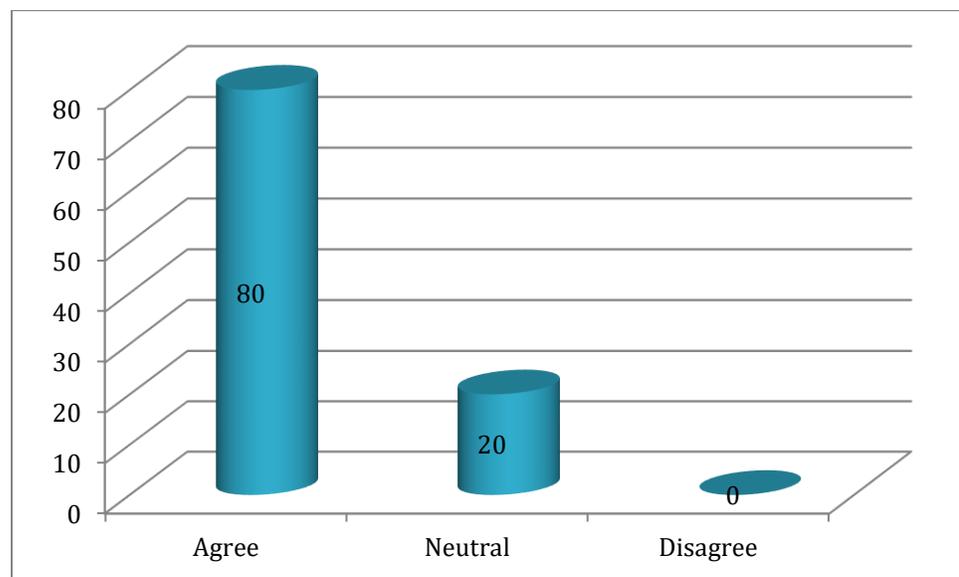


According to the findings in Figure and table 18 that 45% agree, 40% are neutral, and 15% disagree at the statement that: “I correct student’s pronunciation mistakes during the lecture.” According to the findings, the majority of respondents agreed that teachers correct students’ pronunciation mistakes during the lecture that means, the students should learn from their mistakes.

Table (4/2/1/19) I recommend students to learn phonetic symbols when looking up for a word in a dictionary.

Answer	Frequency	Percent
Agree	16	80.0
Neutral	4	20.0
Disagree	0	0
Total	20	100

Source: prepared by the researcher, from the field statistical analysis results2021.



The findings of Figure and table 19 indicated that 80% agree, 20% neutral, and 0% disagree at the statement that: “I recommend students to learn phonetic symbols when looking up for a word in a dictionary.” Based on the findings obtained from the Figure and table 16 many respondents agreed that they recommend the students to use the dictionary, so as to practice and improve their pronunciation according to the feedback they have. In particular, when using the dictionary, they should focus on the transcription of a word.

Table (4/2/1/20) Students don't practice Oxford Dictionary word to word and the transcription of words.

Answer	Frequency	Percent
Agree	12	60.0
Neutral	5	25.0
Disagree	3	15.0
Total	20	100.0

Source: prepared by the researcher, from the field statistical analysis results2021.

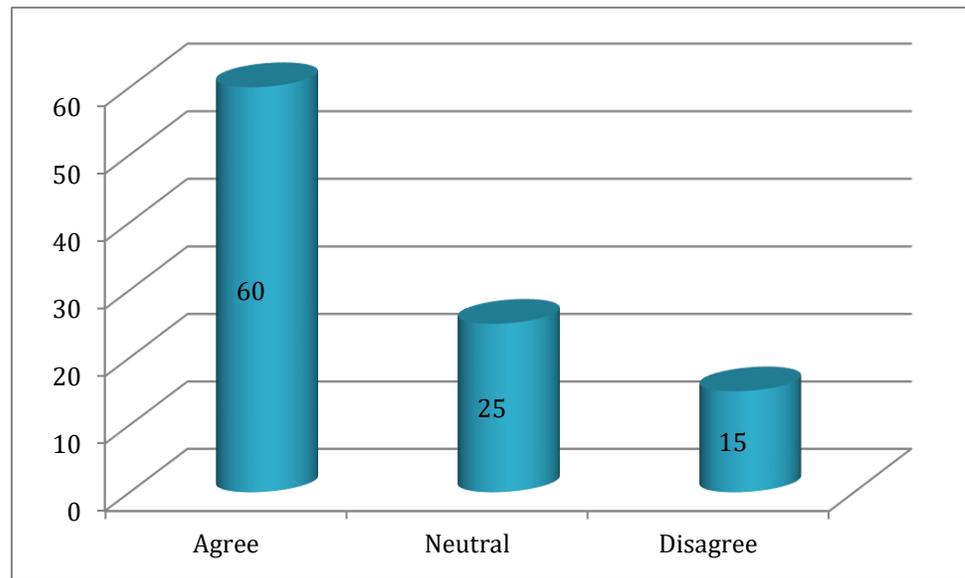


Figure and table 20 demonstrate that 60% agree, 25% are neutral, and 15% disagree to the statement that: “Students make practice of Oxford Dictionary word to word and the transcription of words” the majority of the respondents agreed that students don't practice Oxford Dictionary word to word transcription. This might be apparent in their pronunciation.

Chapter Five

Conclusion and Recommendations

5.1 Findings

The researcher through undertaking this research, has found that EFL learners, represented in Shendi University, Students of English Language, face an authentic problem in pronouncing diphthongs and triphthongs, because when we turn back to their mother tongue we find no reference to them. Arabic language phonological system consisted of vowels and consonant. Vowels sounds are divided into short and long vowels, but with no diphthongs, unlike English which contain both diphthongs and triphthongs, that's why they treat diphthongs as long vowels. In addition to that, EFL learners insert an introductory vowel in their speech, they might say (espeech), because of consonant cluster problem, English is known by consecutive sequence of sounds, but Arabic accept no more than two consonant clusters. Hence Arab learners insert a vowel between consonant clusters because Arabic doesn't support this rule. The researcher on the other hand, deduced that EFL learners aren't able to pronounce words according to Oxford Dictionary. So they need for much practice and should interact in phonetics lectures in particular.

5.2 Recommendations

In the light of the findings of this study the following recommendations sound pertinent.

1. Phonetics should be taught at secondary school syllabus.
2. Special attention should be paid to the phonological difference between the target language and the mother tongue.
3. Teachers should focus on diphthongs and triphthongs more.
4. Teachers should also concentrate on highlighting consonant cluster and intrusive vowels.
5. The students should consult Oxford Dictionary and pay a special attention on word transcription.
6. Textbooks should contain more phonetic activities.

7. Institutions and institute should keep phonetics as mainly as communication and other lessons.
8. Teachers should use audio or video to help learners understand better.
9. Teachers should motivate and encourage the students to learn the different sounds and to pronounce and transcribe correctly by practicing phonetics inside and outside the classroom.
10. The laboratories or classrooms should be equipped and rehabilitated to be comfortable and urge learners to learn with easiness.
11. Teachers should create ideas to keep learners involved in different phonetic tests and monitored.

5.3 Suggestions for Further Researches

Based on the findings of the study, some of the recommendations and strategies are mentioned below which may support teachers and students to repulse the problems of using diphthong and triphthong, besides consonant cluster.

A. Teachers should:

1. Conduct a study about the vowel in English including diphthong and triphthong.
2. Conduct a study regarding the consonant cluster and vowel intervention.
3. Make a study that help students to improve their pronunciation easily.
4. Provide a study that motivate and encourage students to pronounce correctly and consult the dictionary to learn the transcription.
5. More studies on using audio-visual to practice phonetics.
6. The effect of urging and motivating students on their pronunciation.
7. To what extent those teachers influence the students and encourage them practice phonetics.

B. In turn, students should

1. Listen to their teachers carefully.
2. Avoid the interference of the introductory vowel when speaking.
3. Avoid thinking in Arabic when using diphthongs and triphthongs
4. Follow peer's correction strategy.

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Appendices

Appendix A

Test

Dear respondent:

This test has been devised with the aim of supporting learners who find difficulty in speaking followed by pronunciation in English sound.

Your responses are voluntary and confidential. If there is a question you don't wish to answer, simply skip it. We hope you will answer as many questions as possible.

1. Write the symbols for the long vowels in the following words

- a. broad b. learn c. err
d. ward e. cool f. seal
g. calf h. team I. curl

2. Write the symbols of the diphthongs in the following words

- a. tone b. way c. hair d. style
e. beer F. why g. out h. coil
I. they

2. Try pronouncing the following words correctly

Word	Students' pronunciation	Model Pronunciation
well	
will	
sell	
sale	
late	
let	

smile

spend

Stairs

Snake

school

deaf

Phase

Debt

Cautious

3. Pronounce the following words aloud. Then write the transcription.

1. /flʌd/..... 2. /pə'zəfn/..... 3. /tæks/.....

4. /I'nʌf/..... 5. /biskit/.....

4. Read the following passage aloud. Then transfer it to ordinary writing.

/ðəz 'nəʊ 'dɪnə hi sed siəriəsli / ðə'kitʃən sta:f əv daʊnd 'tu:lz/

/ðə ʃɒf bi'ləŋz tə ðə ju:niən əv kʊks ən ʌðə emprɔi:z ən əz su:n əz ðəi hɜ:d əv iz
sʌməri dɪsmɪs ət ə məʊmənts nəʊtɪs ðəi strʌk wɜ:k ðəi dɪmɑ:nd ɪz ɪnstənt ri:ɪn
steɪmənt ənd ən ə pʊlədɜ:, tə ðə j:niən əɪmeɪəd ðət ðəi əv ɛrɪ fɜ:m əv bɪnə bləɪdɜd.

.....
.....
.....
.....
.....
.....
.....

5. Transcribe the words below. Put in stress marks before the stressed syllable in words with more than one syllable.

1. Neat 2. cut 3. Knit 4. Cat 5. Net
.....

6. Knowledge 7. Knight..... 8. Psychology

9. Knife 10. Write.....

6. Pronounce the following words, and then transcribe them sound by sound.

1. Station 2. Usual 3. Anatomy

..... 4. Furniture 5.

Century.....

7. Read each of these sentences loudly, and then transcribe them.

• It seems like a good idea to go to America for the festival.

•

• There was a woman to see you, but I told her that you weren't there.

•

• The clubs are all closed at this time of the day, are they?

•

• Boys can be quite nasty, at least some of them can

•

8. Write the following words with their ordinary spelling

1. bei 2. bæi 3. bæi 4. Piə

..... 5. peə 6. Puə 7. gəʊ

..... 8. kəʊ

9. Underline the correct answer.

a. What diphthongs do you find in face?

1/ əi 2/ ei 3/ iə 4/ oʊ

b. What diphthongs do you find in employ?

1/ ai 2/ əi 3/ ei 4/ iə

c. What diphthongs do you find in space?

1/ ei 2/ ai 3/ əi 4/ oʊ

d. What diphthongs do you find in mouth?

1/ ɔʊ 2/ əʊ 3/ əɪ

e. What is the correct diphthong for the word beard?

1/ eɪ 2/ iə 3/ ɔɪ 4/ əʊ 5. ai

f. What is the correct diphthong for the word brown?

1/ ɔʊ 2/ əʊ 3/ əɪ

g. What is the correct diphthong for the word chair?

1/ eə 2/ əʊ 3/ aɪ 4/ ɔɪ

10. Choose the right word for this diphthong: /aɪ/ {sky, oil, owl. Pay}

11. Choose the correct word for : /iə/ {rural, eye, year, high}

12. What is the triphthong in flour? 1/ aʊə 2/ ɔʊə 3/ aɪə 4/ eɪə

13. What is the triphthong in fire? 1/ aɪə 2/ eɪə 3/ ɔʊə 4/ aʊə

14. What is the triphthong in loyal? 1/ ɔɪə 2/ əɪə 3/ ɔʊə 4/ aʊə

15. Pronounce the following words, then write their transcription

a. Spring

b. Cloth

c. Dream

d. Claim

e. Dry

f. Fly

- g. Flight
- h. world
- i. month
- j. School
- k. Go
- l. Stress

Appendix B

The Questionnaire

Teachers' Questionnaire

1. Students have problems in pronunciation

Agree Neutral Disagree

2. I recommend students to practice the pronunciation inside the classroom

Agree Neutral Disagree

3. I review diphthongs and triphthongs at their phonemic level

Agree Neutral Disagree

4. I focus on avoiding intrusive vowels in the students' speech

Agree Neutral Disagree

5. Students are required to perform role plays where phonetic sounds must be applied in dialogues

Agree Neutral Disagree

6. I present phonetic rules in L1 and L2 highlighting the using of diphthong and triphthong

Agree Neutral Disagree

7. The syllabus allows learners to perform student-to-student dialogues to talk about life events applying a given pronunciation point in the class

Agree Neutral Disagree

8. I utilizes information gap activities where students have to apply pronunciation activities

Agree Neutral Disagree

9. Students pronounce the English words accurately according to Oxford dictionary Transcription.

Agree Neutral Disagree

10. I generates teacher teacher-student interaction which phonetics is put into practice

Agree Neutral Disagree

11. I use phonetics exercise work sheets

Agree Neutral Disagree

12. The students pronounce diphthongs and triphthongs correctly and accurately

Agree Neutral Disagree

13. Students make mistakes in pronouncing words such as spring, clothes, months and study.

Agree Neutral Disagree

14. Students' wrong pronunciation caused by mother tongue interference

Agree Neutral Disagree

15. Teachers' pronunciation is accurate and obvious.

Agree Neutral Disagree

16. Students don't correct each other's pronunciation when speaking.

Agree Neutral Disagree

17. The students have no background about the phonetic rules

Agree Neutral Disagree

18. I correct student's pronunciation mistakes during the lecture.

Agree Neutral Disagree

19. I recommend students to learn phonetic symbols when looking up for a word in a dictionary

Agree Neutral Disagree

20. Students make practice of Oxford Dictionary word to word and the transcription.

Agree Neutral Disagree