Jones, D (1967) : *An Outline of English Phonetics*. Cambridge University Press

Kharma, N. & Hajjaj, A. (1989) : *Errors in English Among Arabic Speakers: Analysis and Remedy*. Longman Group U K. Ltd.

Klatt, D. H. (1975) : "Vowel Lengthening is Syntactically Determined in a Connected Discourse ", *Journal of Phonetics*. Vol, 3,pp. 129-149.

Lado, R. (1964) : *Langua ge Teaching:A Scientific Approach*, Mc Graw-Hill, Inc.

Lindblom, B. (1963) : 'Spectrographic Study of Vowel Reduction', *J A.S.A*. Vol. 35, No. 11, pp.1773-1781.

Marouf, F.A. (1974) : "Teaching English Pronunciation in Primary Schoo's", *IDELTI*. No. 2.

Nasr, R.T. (1967) : *The Structure of Arabic, From Sound to Sentence*. Beirut, Librairie du Liban.

O'Connor, J.D. (1980) : *Better English Pronunciation*. Cambridge University Press.

Roy, M. (1969) : "Some Problems of English Consonants for a Bengali Speaker of English", *ELT*. Vol. xxiii, No. 3, pp.268-270.

Sack, F.L. (1969) : 'English Word Stress", *ELT*. Vol. xxiii, No. 2, pp 141-144.

Sommerstein, A. H (1977) : *Modern Phonology*. Edward Arnold Ltd., London.

Srebot, T. (1973) : "Overcoming Sloven Difficulties with English Pronunciation", *ELT*. Vol. xxviii, No. 1, pp.71-75.

Soudek, L.I. (1977) : " Error Analysis and the System of English Consonants, *ELT*. Vol. xxxi, No. 2, pp.125-130 .

Taylor, D.S.(1981) :'English Spelling: A Help rather than a antdrance', *ELT*. Vol. xxxv, No. 3. pp. 316-321.

Tiffen, B.W. (1976) : "Notes on English Vowels and Diphthongs for Arabic Speakers, *EDELTI*., No. 7, pp.24-33.

Wijk, A. (1966) : *Rules of Pronunciation for the English Language*, - Oxford University Press.

_____ (1974b) : " Some Problems of English Consonant Sounds for the Iraqi Learner ", *ELT*. Vol. xxviii, No. 2,pp.166-168.

_____ (1976) : " Some Problems of the English Vowels for Iraqi Learner: Learners", *ELT*. Vol. xxx, No. 3,pp.254-257.

_____ (1980) : " Some Problems of English word-Stress for the Iraqi Iraqi Learner" *ELT*. Vol. xxxiv, No.2,pp. 104-109 .

Behnam, J.A . & Al-Hammash, K.I. (1972):*A Theoretical and Practical Course in English Phonetics*. Baghdad, Al-Hurriya Printing House.

Chomsky, N. & Halle, M.(1968): *The Sound Pattern of English*. Harper and Row, New York.

Ferhadi, A. K.S. (1984): English *Pronunciation Difficulties for the Iraqi Kurdish Learners*. unpublished M.A . Thesis, niversity College of North Wales, Bangor.

Fudge, E.C. (1984) : *English Word Stress*. George Allen & Unwin Ltd.

Gimson, A.C. (1970) : *An Introduction to the Pronunciation of English*. Edward Arnold, London.

Gorgis, D.T (1975) : *A Contrastive Study of Spoken Iraqi Syriac and Standard English Consonant Clusters*. Unpublished N.A. Thesis, University of Baghdad.

— (1979) : The Teaching of Standard English Consonant Clusters to the Arab Learners", *Journal of Education & Science*. Vol.1 pp.39-49.

Gorgis, D.T (1982) : *The Morphophonemics of the Deverbal Noun in Modern Standard Arabic and English*. *Vol. One Text*, Unpublished phiDD. Thesis, Victoria University of Manchester.

Hart, D.C. (1969) : " Some English Pronunciation Difficulties in Malaysia", *ELT*. Vol. xxiii. No. 3,pp.270-273.

Jackson, H. (1981) : " Pronunciation of English Consonants by Indian Learners", *ELT*, Vol. xxxv, No.4,pp.418-420.

Jajjou, A.Y. (1987) : *A Socio-Phonological Description of P and B in the Iraqi University Students' English*, Unpublished M.A. Thesis, University of Mosul .

James, K. & Mullen, L. (1973) : 'English as She is Heard: Aural Difficulties Experienced by Foreign Learners", *ELT*. Vol. xxviii, Nppo.3, .268-270.

petitionof utterances made by a native like accent or through recorded ma[t]erials presenting speech of native speakers.

7. Careful attention should be paid to the listening activity on part of the English teacher so long as it is believed that most pronunciation problems are probably resultant from the little weight given to this linguistic skill in comparison with that of speaking.

8. Pay special attenticn,right from the beginning of the English course' to the special difficulty of consonant clusters, and train the learners not to insert a vowel inside or before each cluster.

9. Certain problems of segmental aspects of pronunciation have been dealt with in this piece of research, a similar study can be carried out to find areas of suprasegmental probelms of the pronunciation for the Iraqi learner.

Bibliography :

Al-AzRwi, A.M. (1988) : " Pronunciation Errors: Facts & Remedy " , *Al-Mustansiriya Literary Review*, Vol. 16, pp.35-49.

Al-Hammash, K.I. (1972): *A Survey of the Problems* M *Faced by Students Teachers of English in Iraq*. Educational Researgh ˌCentre , University of Baghdad.

Al-Hammash, K.I. & Al-Jubouri, A. (1980): *A Course of Spoken English*. IDELTI Press, Baghdad.

Al-Jawadi, KM H. (1972) : *A Linguistic Analysis of Borrowing from English into Modern Arabic*. Unpublished Ph.D. Thesis, University of Liverpool.

As-Safi,A·B. (1972): " A note of the Teaching of English in Iraq ", *ELT.* Nc. 2, Vol. xxvi.

Al-Sulai maan, M.M D. (1986): *A Study of Stress Patterns in English and Modern Standard Arabic*. unpublished M. A. hesis, University of M osul.

Al-Toma, S.J. (1970): *The Problem of Diglossia in Arabic: A Comparative Study of Classical and Iraqi Arabic*, Oxford University Press, London.

Aziz, Y.Y. (1974a) : " Some Problems of the English Diphthiongs for the Iraqi Learner " , *ELT.* Vol. xxix, No.1,pp.68-71.

1. Teaching pronunciation is not an optional luxury to be left to advanced level studies of the language at university. But it should be an integral part of an English teaching programme from the early stages, just as the teaching of structures and vocabulary.

2. Planning a short practice such as giving learners transcribed minimal pairs is of a great help.Such pairs are useful for directing the attention of the learners towards the distinctive differences that exist among English sounds (see I.a.1,4 and 5).

3. A contrastive analysis and comparing similar sounds in both languages are of a great importance in the rocess of learning and teaching.

4. It is necessary to have teachers who are well-trained in pronunciation. The teacher must be able to produce model pronunciations, pronouncing clearly in a consistent and reliable manner. He must avoid excessively slow unnatural style of speech. If a teacher fails to do that, he can provide authentic pronunciation models easily for his students by means of a tape recorder. With a portable tape recorder the resourceful teacher cannot only present the models supplied by the course material but can prepare special exercises to meet the needs of the particular class taught.

5. Mastery of the fundamentals of English pronunciation should be attained before the students are allowed to see the words in print or attempt to write anything because the written form of English is, in most cases, a misleading clue to pronunciation. Consider the following sets:

a. heat / i: /   head / e /   great / ei /
b. food / u: /   foot / u /   flood / ʌ /
c. beard / i /   heard / ə: /   heart / a: /

Sometimes, the problem is the other way round. For exam pledifferent letters can give the same pronunciation. Examples:
/ i: / as in meet, meat, niece, receive, key , quay, machine, busy, women, ... etc. (see also pp.7-8) .

6. In teacher training programmes and inservice training programmes care should be taken to help teachers surmount the influence of their native language.First by making them aware of such influence and then by helping trainees overcome them by constant practice and re-

learner should remedy this error. The mistake is one which will spoil what is otherwise a good pronunciation, and it is one which often necessitates a great deal of practice on the part of the learner. It must be noted that in spoken English there is no break between consecutive words which are closely connected by the sense. whis normal English way of pronouncing may often be acquired by dividing up the sounds into syllables, thus:/i ti zo:l ouvρ sρ we:ld/.

Conclusion and Suggestions

The present paper shows that the English pronunciation system can be problematic to non-native learners of English in general, and to the Iraqi learners in particular.It also shows that transfer of native sound system constitutes a major source of problems. For instance,when English has a phoneme which does not exist in Arabic, that could be transfered to English and actually functions as the phoneme in question. The learner will be unable to produce that phoneme readily in learning English. He will substitute some other phoneme from his native stock (see for example I.6).Added to that, even when the native language has a similar phoneme and the varients are similar,if it does not occur in the same position as in native language,the learner will have trouble of producing and hearing it in the position in which it does occur in the foreign language (see II.7). Irregularity of spelling in English was found to be another important factor in determining difficulty of pronunciation of words and sounds.For example,the symbol which in one word represents one sound turns out to represent a different sound in another word.The learner mispronounces the word by assuming that the symbol represents the same sound in both cases. Many other sources are also pin-pointed which are related to analogy, teaching methods, the model himself, overgeneraliz-ation, lack of practice ... etc. As it is anticipated teachers of English will manifest more errors in vowels and diphthongs than in consonants and this is because English is richer in number of vowels and diphthongs than in Arabic.

In the light of the problems that we have already observed or pred-icted, we will make some suggestions which we believe to be helpful to teacher, learner and training - course designers.

spectively. Sometimes, an open syllable of CV structure is added to initial consonant clusters. For instance, words such as 'spy' /spai/ , 'state' /steit/ 'sport' /spo:t/ are pronounced as /ʔəspai/, /ʔəsteit/ and/ʔəspo:t/. Clusters which occur Finally are separated by inserting a vowel between the consonants, An authentic vowel breaks the cluster as is the case with Arabic. Characteristic of this type, howevr, is Standard Arabic two – element final consonant clusters where /e/ is usually inserted between the first and second consonants in most Arabic varients, if not all, e.g., /ka-lb/ 'dog' /kaləb/ , /qabl/ 'before' /qabəl/ . This is also common in words which end in the letter 'x' , where the cluster /ks/ is pronounced as / kəd/. For example, instead of saying /boks/ , /fiks/ he would say / bokəs/ and /fiʀes/ respectively .This could be due to syllable structure which is mostly open, i.e., of the CV type, in Arabic (Gorgis, 1982, p.130) .

Another example of this breaking of consonant clusters that of the past tenses of verbs ending in a voiceless consonant. For exmple./a:skt/ and /stopt/ bec ome /a :skit/ and /stopit/ . A vowel is also inserted before /s/ or /z/ of the plural and of the third person singular in words which ends with a consonant sound, For instance, /puts/ and /sendz/ are often pronounced by the Iraqi learner as /putəs/ and /sendiz/. Sequence of three or more as I hanve already mentioned do not occur in many forms of Arabic and careful attention must be paid to these, espcially in order to prevent the occurence of a vowel to break up the consonant sequence. Thus the English sequences, particularly the initial sequences and almost all final sequences are very difficult and require a great deal of practice.

V. Intrusion of the Glottal Stop /ʔ/ :

Another feature of Arabic pronunciation is that there is no syllable in Arabic which starts with a vowel (see,among many others, Nasr, 1967, p.40) .For this reason an Arab learner always tends to put an intrusive /ʔ/ glottal stop before words that start by a vowel, e.g., instead of saying 'open' /'oupən/ , 'over' /'ounʀ/ , 'about' /'əbaut/ he would say /'ʔoupʀn/, /'ʔouvə/ and /ʔə'baut/ respectively. This upsets the pronunciation of the English words and gives it a very jerky effect. Sometimes, Arab learners have a tendency to insert the sound /ʔ/ at the beginning of all words which ought to begin with vowels. Thus they will pronounce "it is all over the world" as /ʔitʔiz ʔo:l ouvə təwə:ld/. It is importnt that the foreign

As for Arabic, /r/ is pronounced before consonants and before a pause. Thus, the Iraqi learners tend to transfer their entire native language habits into English. As a result they should be taught to drop the English /r/ when it either occurs finally before a pause or preconsonantly.

III. Mispronunciation of Some English Letters Like h,o,r,z,w:

The above mentioned letters are frequently mispronounced by the Iraqi Learners of English. Personal experience has shown that the problem may find some roots in the model himself owing to the fact that foreign learners tend to imitate the sound produced by their teachers so that any erroneous pronunciation of (h,o,r,z.w will certainly find its way into the whole class (Al-Hammash, 1972, p.7). Consider the following table which shows both the incorrect and correct pronunciation of the alreay mentioned letters.

En_ lish	
Incorrect Pronunciation	Correct Prcnunciation
1. 'h' /ed3/	/eiʧ/
2.'o'/o:/	/ou/
3. 'r' /a:r/	/a:/
4. 'z' /zet/	/zed/
5. 'w' /dʌblju:/	/dʌblju:/

The teacher can overcome these difficulties by conscious effort and a great deal of practice.

IV. English Consonant Clusters

Aconsonant cluster has been defined by many linguists as a sequence of two or more consonants with no intervening vowels. Arabic, as compared to English, has no sequences of conson ants, or only very fewand very short ones. Speakers of Arabic (in which two consonants are usually separated by a vowel) may have difficulty in stringing together two, three, or four consonants with no vowel between them (Marouf, 1974, p.38 and O 'Connor, 1980,p.64).Very often Iraqi learners otn follow Arabic patterns of speech and add an intrusive vowel which acts as a cluster breaker.For instance, the Iraqi speaker pronounces the following words 'bread' /bred/ , 'tree' /tri:/ , 'street' /stri:t/ as /ʊdred/, /ɪdri:/ and /sǝtri:t/re-

important thing is to keep /n/ and /ŋ/ separate and not to confuse them. down for /n/ which is a voiced alveolar nasal consonant:

/n/	English	/ŋ/
	ɬing /s.ɔ/	
sin /sin/		
ran /ran/	rang /raŋ/	
ton /tʌn/	tongue /tʌŋ/	
son / sʌn/	sung /sʌŋ/	

7. /r/

This sound /r/ presents two types of problems: (1) how is it pronounced and (2) when is it pronounced ?

Concerning the first problem, Iraqi learners ofteh replace this sound by the sound which is represented by the letter (r) in their own language. Sometimes they use a 'rolled' sound in which the tip of the tongue taps very quickly several times against the alveolar ridge. Hence, it should be noted that /r/ in English is a voiced post-alveolar, whereas in Arabic it is a tongue tip roll or tap. So in order to overcome the difficulty of articulation Gimson (1970, p.211) suggests that foreign learners should be taught that the correct retraction of the tongue may be achieved by placing the tip on the rear part of the upper alveolar ridge, then slightly lowering the tip, at the same time keeping the side rims in contact with the upper molars.

As for the distributional peculiarity of /r/ in RP, it is very easy to state: this phoneme only occurs before vowels. No one has any difficulty in remembering this rule, but Iraqi learners find it difficult to apply the rule to their own pronunciation. There is no problem with words like the following: 'read' /ri:d/ , 'drive'/draiv/ , 'write'/rait/ . In the previous words /r/ is followed by a vowel. But in the following words there is no /r/ in the pronunciation since /r/ never occurs before consonants or a pause: 'car' /ka:/ , 'never' /nevə/ , 'first' /fə:st/ , 'verse'/və:s/ . At the end of words RP has /r/ only if the immediately following word begins with a vowel ; so if the word 'more' occurs before a pause or before a word beginning with a consonant (as in more tea) it is pronounced /mo:/ with no /r/ in RP. But in 'more apples' where it is immediately followed by a vowel /r/ is pronounced, /mo:r aplz/ .

be even more accurate when the learner, with the help of the teacher, finds out that the sound in his dialect is similar to that of the foreign language in different positions of the word. Examples:

English	Arabic
chalk / tSo:k /	/ tSo:k/ 'a valve for intaking air'
chocolate / tSokl t /	/ tS kle:t 'chocolate'
clutch / klʌtS/	/klʌt S ð/ 'clutch in spoken Arabi

5. / 3 /

The above sound is not found in Standard Arabic nor in spoken Arabic of Iraq; therefore, it is frequently mispronounced, mainly because there is interference by the mother tongue. The Iraqi learner of English often replaces it by / d3 / sound. Instead of saying 'treasure' / tre3ŋ/,'measure' / me3 /,' pleasure' / ple3 / the Iraqi learner would say / tre.l3ŋ/, / med3ŋ/, and / pled3 / respectively. The reason is not far to see. Although / d3 / is an affricate and / 3ŋ/ a fricative, therefore, there is some similarity between the two sounds:both of them are produced in the palato-alveolar region. This great problem can only be overcome by conscious effort and a great deal of practice. Some of the commonest words containing / 3 / are measure, pleasure, treasure, usual, usurer, division, television, rouge, garage, massage ... etc.

6./ŋ/

The velar nasal consonant /ŋ/ is a sound that gives considerable problems to Iraqi learners and it is the hardest nut to crack. /ŋ/ is the only English sound that cannot occur initially. It occurs both medially and finally, but there is the danger of replacing it by /ng/ sounds finally as two separate phonemes, e.g., /sing/ instead of /siŋ/. Hence, learners should be taught that /ŋ/ is never followed by a /y/ in final position.Learners should also avoid using /g/ in those cases where final /y/ is followed by a vowel, e.g. , singing, playing out, a long essay ... etc.

This sound /ŋ/ causes another difficulty which relates to tongue position and tongue position is often very difficult to control consciously. The formation of this /y/may be expressed shortyl by defining it as a voiced velar nasal consonant. Ls should alsol earner be taught that the most

3. /k/ & /g/

The above sounds may be confused, /k/ being used for both. The voiced plosive /g/ does not exist in Standard Arabic; but it can be found n several dialects of Iraq, where it is used instead of the uvular Arabic sound /q/ e.g., /qaai/ 'he said' as / gaal/ , /qɔb ə l/ 'before' as / gab ə l/ ... etc. Moreover, sometimes /g/ is replaced by /k/ in such words as / gambl / as /kambl/, 'glass' /gla:/ as /kla:s/ ... ect. Reminding the Iraqi learner of English of such sounds in colloquial Arabic /gla:s/ 'glass', /gaam/ 'he stood', /gaal/ 'he said' will help to overcome such little difficulty for the Iraqi learner.

Another difficulty facing the Iraqi learner is that the plosive velar /k/ when followed by a stressed vowel is often aspirated, whereas in Arabic it is not aspirated. For example /kha:/ , /khat/ are often pronounced by the Iraqi learner as /ka:/ and /kat/. Thus, Arab learners are, therefore, advised to pay particular attention to the aspiration of /k/ when this phoneme occurs initially in an accented syllable.

4. /tʃ/

It is a voiceless palato-alveolar affricate. Although it is not found in Arabic, it exists in colloquial Arabic of Iraq in words like /t S ai/ 'tea', / tSələ frai/ 'a dish of food', /part S a/ 'a piece' ... etc. It also exists in several dialects of Iraq, where it replaces the velar plosive /k/ of Standard Arabic, e.g., /tʃaan/ 'it was', /tSə lma/ 'a word', /tSəaldb/ 'a dog' ... etc. So this sound is not completely new to the Iraqi learner because of the previous reasons. Thus, it poses little difficulty for the Iraqi speaker. Its difficulty arises sometimes from the spelling in such words as:

English		
/tʃ /	/k/	/ʃ/
chain	chemist	machine
chair	christ	Chicago
church	school	parachute

This is because there is no unique correspondence between sounds on the one hand and symbols on the other, i.e. there is no one-to-one correspondence between sounds and letters.Thus, the pronunciation practice wi :

constraints imposed by the two distinct phonological systems of English and Arabic on the other hand (Jajjo, 1987, p.1). /p/ sound in Iraqi Arabic is a mere borrowing. The English plosives differ from their Iraqi equivalents. They are followed by a certain amount of aspiration, whereas the Iraqi plosives are not and therefore are much less au lible. For instance the Iraqi learaner pronounces 'pen'/ pen / and 'happy' / hap / is / ben / and / habi / Moreover, a native speaker of English would always pronounce /p/ with aspiration (a slight /h/) before stressed vowels, but an Iraqi learner of English would omit the aspiration in /p/. Instead of saying / phei / he would say / pei /. Moreover, there is also the danger of replacing one by the other in some places, e.g., English items which by nature contain /b/ have come to be pronounced with /p/ by the Arab learner and " this can be ascribed to the feeling an Arab has that an English word must have /p/ since /b/ is Arabic " (Al-Jawadi, 1972, p.62) e.g., 'benzen' / paanzi:n /, 'bus' / pa:s /, 'bicycle'le'/paizigl / or / paisigl /, whereas words with /p/ sounds are pronounced by the Arabic speaker as /b/. Consider the following examples: /pen/ and /hapi/ as /ben / and /habi/. Personal experience has shown that this is a persistent problem which can only be overcome by reminding the Iraqi learner of such loan words as /pa:nka/ 'fan', /pa: t a / 'a meet dish', /part a/ 'a piece', ... etc.

2' /f/ & /v/

Theses sound /f/ and /v/ may be confused /f/ being used for both, but /v/ may occur in colloquial Arabic in borrowed words only, e.g., / volvo/ 'a model of car '. /vi:inna/ 'the capital of Austria', /?i:vaan/ 'a proper name'. The Iraqi learner of English often replaces the voiced labio-dental /v/ by its voiceless 'counterpart' /f/. For instance, he pronounces 'vat' & 'vile' as /fat/ & /fail/. Phonological interference is, of course, a major cause of many of these. Each language has its system of distinctive sounds, and the language learner carries over first-language aural habits into his foreign language listening. This problem can be overcome by giving the learners a set of minimal pairs.

English	
/ f /	/ v /
fan / fan /	van / van /
fail / feil /	veil / veil /
fear / fi /	veer / vid /
feel / fi:l /	veal / vi:l /

as is found in English. Personal experience has shown that / eə / is the most difficult English diphthongs for the Iraqi learner to produce correctly, because of the absence of any similar vowel in his native language. The best way to teach the learner / ea/ is to produce saying / a / with either /ə / or / ʌ / immediately after it (see also Jones, 1967, p.115).

As for / iə / and / uə / they are found in Arabic in such words as / hiə / 'she' and / huə / 'he'. As a result, a comparison between English and Arabic will enable the learners to improve their pronunciation of / iə / and / uə / Try. the following sets:

English	Arabig
here / hiə /	/ hi ə/ 'she'
mere / miə/	/ mi ə/ 'a hundred in spoken Arabic'
near / niə /	/ ni ə/'intention in spoken Arabic'
who're/ huə/	/ huə / 'he'
doer / duə/	/ duə / 'medicine in spoken Arabic'
Noah/ nuə/	/ nuə / 'nucleous'

In the light of what we have already mentioned, it should be noted that the teacher should serve as a model for his students. If the teacher's spoken English is faulty, then naturally his students will follow his 'good example'.The teacher should also draw the learners' attention to the English diphthongs, especially those mentioned above which do not occur in Standard or Colloquial Arabic, and employ various practice techniques to drill them individually, in words, and in connected speech.

II. Some English Consonants

Arabic, as compared with English, does not have the following consonants: /p/, /v/, /g/, /3/, /ts / and / ɳ / and because of this, we expect our students to face some difficulties in recognising and pronouncing the mentioned sounds, but we hear most of them in our dialects. So the remedial exercises must begin as part of the teaching syllabus to eliminate the errors and with a few words of explanation and guidance, the learners can help themselves to improve their pronunciation.

1./ p / & / b /

They are often confusing at all educational levels. This is mostly due to their impingement on certain linguistic conventions held in the community to which these students belong, on the one hand, and on a set of

Correct Pronuciation	Incorrect Pronunciatio
made / meid /	/ me:d /
maid / meid /	/ me:d /
tail / teil /	/ te:l /
name/ neim /	/ ne:m /
main / mein /	/ me:n /

A diphthong similar to the English / ei / exists in Modern Standard Arabic in such words as / leil /'night', / seif / 'sword', / dein / 'debt', / se-7if / 'summer', / xeir / 'good' .. etc. But this diphthong is replaced by the long pure vowel / e: / in the spoken Arabic of Iraq (see also Tiffen, 1976, p.30 and Aziz, 1976, p.69). Hence a need for a contrastive analysis of both vowels has been found of importance for both students and teachers of English. Try the following pairs:

English	Arabic
male / meil /	/ meil / 'tendency'
wale / weil /	/ weil / 'woo'
nail / neil /	/ neil / 'to get something'
sail / seil /	/ seil / 'current of water'

3' / i∂/ , / e∂/ & / u∂/

They are English centring diphthongs and they are often replaced by the nearest pure vowels / i: / , / e: / and / u: / respectively. For instance , / i∂/ in 'hear' / hi∂/ , 'dear' / di∂/ is pronounced as / hi : r /,/ di:r / which are similar to the Arabic word / bi:r / 'well' . / e∂/in 'bear' / be∂/ , 'wear' ' / we∂/ is pronounced as / de:r / 'monastery', / he:l / 'strength'. / u∂/ in 'poor' / pu∂/ ,'moor' / mu d / is pronounced as in Arabic / du:r / 'houses' ,/ bu:r / 'arable lands' . Added to that , whenever these diphthongs occur before a silent / r /, the Iraqi learner pronounces the /r/. These errors may be due to spelling-pronunciation as Aziz (1976) claims. It is encouraged by the fact that the Iraqi learner in his own language is not used to such a great discrepancy between spelling and pronunciation

Oftcu   no distinction is made between /ou/ & /o:/ as in:

/ou/	English	/o:/
coat		caught
boat		bought
close		clause
pose		pause
sew		saw
row		raw
note		aught

Here again the tendency in spoken Iraqi to monophthongise a diphthong is responsible for the mispronunciation of the English diphthong /ou/ (for the same view, see also Aziz, 1974a; O'Connor, 1980;AI–Jobouri, 1980, and Kharma & Hajjeaj, 1989).

Enough explanation or practice on the part of the teacher and enough effort on the part of the learner will help the learners master such a diphthong.Th teaᵥher is required to master the prounciation of the diphthong in words like'coat', 'no','those', 'so', ...etc. with the required lip rounding and to recognize and produce the difference in pronunciation between 'no' and 'nor'; 'low' and 'law'... etc. Hence, the teacher is advised to let the learners say 'oh' /ou/ in English varsus the Arabic /ʔou/' or' rapidly. It will be observed that the lips do not remain in one position, but keep closing and opening. The following comparison between the English /ou/ & Arabic /ʔou/and similar words in both languages will be of great help for the Iraqi learner:

Egnlish	Arabic
/ oh /on /	/ ou/ or'
low / lou	/ lou / 'if'
loam / lnom /	/ l ᵣ t /
mote / 'mout /	/ mont / 'death'

2 / ei /

It is a closing English diphthong which is usually replaced by the pure vowel /e:/ in spoken Aıabic . The following table shows how the English diphthong / ei / is replaced by the Iraqi long vowel / e: /.

English spelling gives no indication as to when /ə/ is to be used, and consequently foreigners continually replace it by some other vowel which the spelling suggests to them. Misled by the spelling,they say 'actor', 'speaker 'particularly' with some such pronunciations as /doktor/, /spi:ker/, /partikularli/ instead of /doktə/, /spi:kə-/ and /petikjuləil/. Hence, the learners should be taught to drop the /r/ when it either occurs finally/ before a pause or preconsonantly.

Another cause of the problem lies in the fact that the schwa replaces or substitutes for almost all vowel sounds when they are unstressed (Lindblom, 1963, p. 1773; Chomsky & Halle, 1968, p. 110; klatt, 1975, p. 133; Sommerstein, 1977, p. 128; Fudge, 1984, p. 193 and AI-Sulaimaan 1986, p.20). A related problem is that in English stress determines vowel length; therefore, the unstressed syllables tend to be reduced to schwa, Such reduction of the vowel lenghth is not a distinct feature of Arabic (AI-Sulaimaan, 1986, p.vi).

When the spelling of this sound is the real cause of many errors in the pronunciation ι the sound, the teacher can write a list of words to display all the possibilities of the spelling, such as the underlined ones in the following words: obtain, away,act or, beggar, bigger, Arthur, problem, animal, garden... etc. And when the presence and absence of stress is the real cause of mispronunciation, the following table will be of a great help.

English words	presence of stress	absence of stress from the underlined vowel
desert /dizə/:t		/dəzet/
permit /pə:mit/		/pəmit/
perfume /pə:fju:m/		/pəfju:m

b. Some Diphthongs:

1./ou/

It is a closing English diphthong which is often replaced by the pure vowel /o:/in spoken Arabic.For instance,the Iraqi learner, instead of saying:

home/ houm/		/ho:m/
road /roud/		/ro:d/
loan/loun/	he would say	/lo:n/
drove /drouv/		/dro:v/
load /loud/		/lo:d/

Words such as 'word' /wə:d /,'work' / wə:k / generally betray the Iraqi learner. He usually pronounces them as / wo:rd /, / wo:rk / respectively. Thus /ə: / is usually replaced by the vowel suggested by the spelling of the word. followed by an Iraqi / r /. Such a fault can generally be remedied by taking care not to open the mouth too wide; in fact it is often advisable to practise the sound /ə:/ with the teeth kept actually in contact. Iraqi learners must take care that no trace of a / r / sound is added after the vowel (unless another vowel follows, as in 'referring' / rif'ə:riŋ /.

Another suggestion which could be valid in teaching this sound / is to give learners (transcribed) minimal pairs showing the contrast bet-:/ ween the mentioned vowel and the confused ones such as / o: / and / e /. Try the following sets:

	English
/ə: /	/ o: /
bird	board
fur	for
shirt	short
burn	born

	English
/ə: /	/ e /
heard	head
turn	ten
burst	best
worst	west

7. /ə/

It is the weakest and shortest vowel in English. It does not exist in Arabic; therefore, it poses difficulty to Iraqi learners, who tend to use a spelling – pronunciation or , often substitute / ʌ / or / a / in words such as teacher, runner, Englishman, England, breakfast, Sometimes, it is replased by the sound /ɔ/ in words like 'police', 'contain', 'compete'... etc.

The chief problem for the Iraqi learner in regard to short vowel /ə/ lies not in making the sound, but in knowing when to use it. Ordinary

English		
/ i /	/ e /	/ ei /
rid	red	raid
lit	let	late
bit	bet	bait
bid	bed	bade

Learners must also avoid turning this vowel into the English diphthon-/ eə/ (for the same view, see Tiffen, 1976, p. 5). Hence, the following minimal pairs are of a great help for the Iraqi learners.

English	
/ e /	/ eə/
merry	Mary
very	vary
ferry	fairy

6. /ə:/

It is a relatively long English vowel. It is non-existent in all forms of Arabic (Behnam & Al-Hamash, 1972,p. 95). No doubt, it is one of the most difficult English vowel sounds for the Iraqi learners. It is often realizedas /e: / in spoken Arabic of Iraq followed by an Arabic /r/. Mispronunciation of the RP/ə:/ is owing to spelling-pronunciation.The Iraqi learner is often misled nby the spelling, since in his own language spelling and pronunciation are interrelated. For instance, words with sound /ə:/ but different spelling often poses difficulty for the Iraqi learner. The following table illustrates that:

words with different sp-elling	the correct pronunciation	the incorrect pronunciation
bird	/ bə:d /	/ be:rd /
burn	/ bə:n /	/ be:rn /
heard	/ hə:d /	/ he:rd /
were	/ wə: /	/ we:r /
her	/ hə: /	/ he:r /

equally difficult for native speakers of English (see also Wijk,1969, p.143). Hence, the teacher is advised to show the similarity between the English long vowel / u: / and its Arabic counterpart through similar pairs. Try the following :

English	Arabic
fool / fu:l /	/ fu:l /' bean '
noon / nu:n /	/ nu:n / 'a name of a letter '
simoom / si'mu:m /	/ su'mu:m / 'poisons'
sloop / slu:p/	/ su'lu:k / 'behaviour'
goot / ku:t /	/ ku:t / 'a city in the south of Iraq'

It is also suggested that the teacher should let the students pronounce the following minimal pairs in order to see the difference between the short vowel / u / and the long one / u: /.

English	
/ u: /	/ u /
fool	full
pool	pull
cooed	could
shooed	should

5' / e /

The English short vowel / e / does not exist ibn Arabic; therefore it poses a difficulty for the Iraqi learner. It is often replaced by the vowel /ei/ ein spoken Arabic of Iraq.Thus, instead of saying 'when' /wen/,'head' /hed/,' red /red/ the Iraqi learner would say /we:n/, /he:d/ and /reid/ spectively. It is advisable to ask the learner to open his mouth a little more than that for /i/. Students must avoid confusing this sound with /i/ or /ei/. So it is suggested to have the learners compare the following:

The previous examples often pose difficulty for the Iraqi learnar. These faults are mainly due to spelling-pronunciation, which is encouraged by the fact that in his own tongue the Iraqi learner is not used to such great a discrepency between spelling and pronunciation as is found in English. Arabic,compared with English,may be described as a,phonetically splet It' language.Hence,we agree with Lado (1964,p.50) and As-Safi (1972,p.168) who suggest that listening and speaking must come before reading and writing. The teaching and learning of a foreign language cannot be carried out successfully through the 'eye-gate', though visual symbolizaticn is important. Thus, we have to train our students to listen intently, and must let their ears pick out words spoken at normal speed. Once they can recognise these words accurately, they will reproduce thxm more correctly and fluently.

4' / u: / & / u /

The long vowel / u: / and its short counterpart / u / are similar to the Arabic sounds / ?al-wau /'/ u: /' and / ?al-damma /'/ u /' (for the same view, see Tiffen, 1976, pp.27 - 28). However, Aziz (1976,p.255) claims that the Arabic phoneme / u: / is shorter than its English equivalent. This explains why the Arabic-speaking learner often replaces it by the short phoneme / u /. In my opinion, such minimal pairs as 'food' / fu:d / & foot / fut / ;'soon' / su:n / & 'soot' / sut /;' hoot' / hu:t / & /'hood'/ /hud/ are confusing; sometimes /u:/ is used for both and sometimes /u/. The difficulty is largely due to the spelling. The following table shows this confusion.

/ u: /	/ u / En li·h
stoop	stood
mood	good
root	rook
fool	wool
hoop	hook

It is obvious that the relationship between sounds and letters is not simple and direct, or, in other words, that there is no one-to-one corresponding between sounds and letters. It is nevertheless obvious that it must be extremely difficult to learn to read and write a language which displays such a large number of common words with two, three, four or more pronunciations for the same letter or for the same combination of letters. That foreigners find it difficult, is not to be wondered at, but it is amost

72

Whereas /ʔal-fatha/ is shorter than the English phoneme /a/. A few exnm- ples follow:

English..	Arabic
sad /sad/	/sad/ 'dam'
mad /mad/	/madd (a)/, extend' or 'lengthen' then
man /man/	/man/ 'who'

Familiarising the Iraqi learner with the above mentioned examples and minimal pairs will help him to digest the English phonemes /a/ and /ʌ/'
3./a:/ & /a/

They are two independent phonemes in English, whereas in Arabic, they are not entirely independent. They are allophones and there is danger of replacing one by the other in some places. They can be found insuchpairs of words as in:

/a:/	/aa/ Arabic
/na:r/ 'fire'	/naas/ 'people'
/ra:h/ 'went'	/naab/ 'tooth'
/ha:r/ 'hot'	/baab/ 'door'

Though /a:/ is found in Arabic, it is frequently replaced by /a/ in English. For instance, instead of saying /pa:s/, /kha:s/, /da:k/, la:st/ and ma:sk/ the Iraqi learner would say /paas/, /klaas/, /daark/, /laast/ and k /maask/ respectively followed by a clear Arabic/r/ in such words as /baar /paark/, /daark/. This is because /aa/ in Arabic is more freguent than /a:/ the former may be considered the principal member of this phoneme, and the latter a subsidiary memeber (see Aziz, 1976, p. 255).

But there is yet another spelling- pronunciation problem that faces the Iraqi learner. Consider the following table:

English

/a:/	/a/
pass	bass
past	bast
grant	grand
ask	asp

As for thve long owel /i:/ consider the following sets:

English /i:/	Arabic /i:/
feel	/fi:l/ 'elephant'
reeef	/ri:f/'countryside'
emeal	mi:l/'a unitof measurement'
seen	/si:n/'a name of a letter'

Such pairs are useful for directing the attention of the learners towards the distinctive differences that exist among English vowels on one hand, and similarities between English and Arabic on the other hand.

2. /a/ & /ʌ/

These sounds are two independent phonemes in English, whereas in Arabic they are two allophones; and since /a/ in Arabic is more frequent than /ʌ/, the former may be considered the principal member, or 'norm', of this phoneme, and the latter a 'subsidiary member' or a 'subsidiary allophone'. /a/ in Arabic is realised as /ʌ/ in words like (bʌt)' duck' /Sʌt 'river', /qʌt/ 'never', /bʌrq/ 'lightening'.,... etc. Hence, I find myself not in full agreement with Aziz (1976, p. 254) who claims that/ al/ fatha/is approximately equivalent to the English phoneme /ʌ/. To me, the Arabic 'subsidiary allophone' /ʌ/ is approximately equivalent to the English phoneme /ʌ/. To substantiat my point of view, consider the following eaʀmples:

English	Arabig
shut /Sʌt/	/Sʌt/' river' in spoken Arabic'
but /bʌt/	/bʌt/ 'duck'
nut /nʌt/	/nʌt/ 'jump' or 'hop'

/.alif/ which is pronounced as /aa/ (see Al-Sulaimaan, 1986, p. xvii) is nearer to the English phoneme /a/ than /.al-fataha/, e.g.,

English	Arabig
/nap/ nap/	/naab/ 'tooth'
Jack /dʒak/	/dʒaak/' he comes to you' in spoken Arabic
attack /ðtak/	/. ataak (a)/ 'it comes to you'

ʒ

vowels which, I have found from long experience, constitute the main difficulties for Arabic-speaking learners.

a. Some Pure Vowels:

1. /i:/ & /i/

They are often confused. /i:/ is relatively long, whereas /i/ is relatively short. The former is sometimes used by Arabic – speaking learners for both and sometimes the latter, depending on what follows. Hence ,one should remember that when the vowels are followed by a strong consonant they are shorter than when they are followed by a weak consonant, so that 'beat' , 'bit' both have shorter vowels than 'bead' and 'bid' , but even so the vowel /i:/is always longer than the vowel /i/ in any one set (Gimson,1970,p.101 & O'Connor, 1980, p .80'. It could be noted on the other hand that the English vowel /i/ is similar to the Arabic short vowel /? al – kasra /. As a result, it poses no problem.

As for the English long vowel /i:/, Tiffen (1976, p. 25) claims that the long vowel /i:/ in Arabic, is closer, purer, more tense and a little shorter. Thus the Arabic – speaking learner often transfers the quantity of the Arabic vowel to its English equivalent, /i:/, which in rapid and care-Careless pronunciation is confused with the short vowl / i / . Hence, the teacher is advised to present English vowels,as often as he can, in pairs like the following:

English

/i:/	/i/
least	list
sheep	ship
reach	rich
leave	livx
lead	lid

Similar pairs of short vowel /i/ in both English and Arabic are of a great help to the Arabic – speaking learners. Try the following sets:

English /i/	Arabic /i/
sit	/sit/'a lady' or' number six'
bin	/bin/'son'
sin	/sin/ 'tooth'
hint	/hint/ 'girl'

69

The present paper aims at studying these problems in the speech of the learners at the university level It specifies the source of each problem, draws some practical conclusions, and gives some suggestions and remedies that may be of value for teachers, learners and course designers of English.

The problems will be discussed under the following headings for two reasons. Firstly, they are extremely common. Secondly, some of them are made even by speakers whose English is otherwise excellent.

I. Some English Vowels:
  a, Some Pure Vowels.
  b. Some Diphthongs.

II. Some English Consonants.

III. Mispronunciation of Some English Letters Like h, o, r, z, w .

IV. English Consonant Clusters.

V. Intrusion of the Glottal Stop / ? / .

No attempt is made in the present paper to describe the above mentioned points in detail as such description are readily avilable elsewhere. The aim here is to make some observations on some of the more difficult aspects of the previouspoints and to relatethis, where possible, to the problems encountered by Iraqi speakers of English.
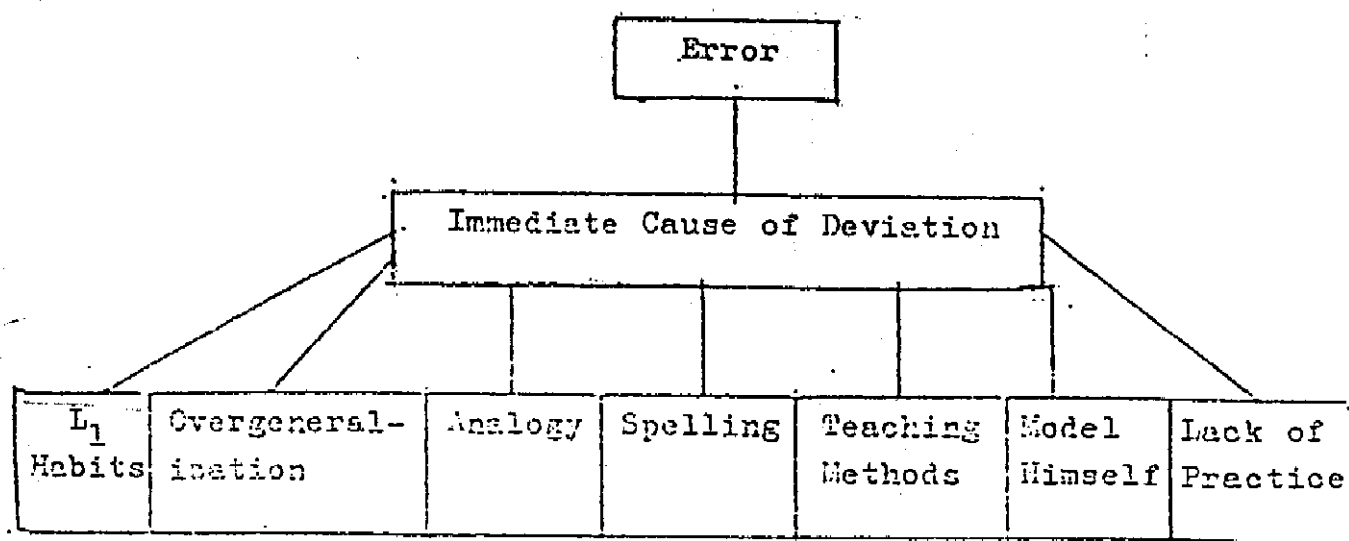
Analysis and Discussion

I. Some English Vowels:

English, compared with Arabic, has a greater number of vowels. It has twenty vowels: twelve pure vowels and eight diphthongs. However, six vowels are generally recognized in Classical Arabic:three short/a,i,u/ and three long /a:,i: , u:/, in addition to two diphthongs /ei/ and /ou / . Iraqi Arabic exhibits all these vowels and two additional long vowels /e:/ and /o:/ which are re-arded in most cases as reflexes of ClassicalArabic /ei/ and /ou/ , respectively (for the same view, see Al2Tome, 1970, pp. 20-21). Consequently, Arabic – speaking larners ofEnglish face the problem not noly ofrecognizing certain sounds but also ofproducing them.A more serious problem, however, in that it can lead to misunderstanding, is that of confusing these sounds. Because of the relatively small number of vowels in Arabic, learners tend to use just one (Arabic or English) vowel to represent more than one English sound. The following English

fact that these learners have since childhood acquired deep - rooted ling-
uistic habits, and that they have stronger competence in their mother to-
ngue, Arabic, than in English. Therefore, they naturally undergo a conf-
lict; that is, they sub - consciously resort to their native language substi-
tuting the Arabic patterns for those occurring in English (see Roy, 1959;
Hart, 1969; Aziz, 1974a; 1974b; 1976; 1980; Gorgis, 1979; and Kharma
& Hajjaj, 1989). O' Connor (1980, p.3) supports the above view by sayg-
ing that " the main problem of English pronunciation is to build a new
set of boxes corresponding to the sounds of English, and to break down
the arrangement of boxes which the habits of our native language have
so strongly built up. We do this by establishing new ways of hearing, new
ways of using our speech organs, new speech habits (for the same view,
see jaames & Mullen, 1973; Srebot, 1973; Soudek, 1977; Jackson, 1981,
Taylor, 1981 and Al - Azawi, 1988).

There are in fact many other factors in the situation that act as cat-
alysts in the production of deviant forms. These factors may also be dux
to overgeneralization, analogy, spelling, items not adequately taught, the
model himself, lack of classroom practice and carelessness often work-
ing together. We might set up a diagram to show the sources of proplems:

L_1 Habits	Overgeneral- ization	Analogy	Spelling	Teaching Methods	Model Himself	Lack of Practice

Error

Immediate Cause of Deviation

Some Problems of English Pronunciation for Iraqi Learner

By
Misbah M.D.Al-Sulaimaan
Department of Translation
College of Arts/University of Mosul

Introduction

In Iraq, learning English as a foreign language starts at the age of eleven when the learner is in the fifth year at the primary level.It goes on up to the sixth year of secondery level when he is supposed to have comp leted his school education, and has become, after passing the ministerial examination, qualified to join an institute or a university.

A committee of specialists in language methodology and curricula has prepared a series cf textbooks entitled *The New English Course for Iraq*. Each textbook of the series involves various language-learning act ivities. Pronunciation is among these activities. It has been given due att ention through the eight years of teaching English, though in my opinion, the teaching of this activity starts the mcment the teacher utters his first English phrase or sentence. The learners will be prepared to imitate the scunds, stress and rhythm patterns of the utterances they hear, regardl ess of the purpose for which they are introduced. As a result, the teacher cannot wait until he gets to sections specially prepared for pronunciation to produce correctly articulated sounds or properly stressed sentences (for the same view, see Marouf, 1974, p. 31).

However, personal experience of teaching English pronuciation to Iraqi university students has shown that the majority of students fail to attain correct English, especially when they try to acquire its sound sys- tem. One of the reasons for this failure may frequently be traced to the