

**The Pronunciation Problems Of English Consonant Sounds Faced By The
1st Level Students Of The Department Of English Abdulwali Khan
University Mardan**



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Abstract: *The present study aims to look into the problems faced by Pashto speakers, while learning English. The study particularly focuses on the pronunciation of English consonants, which are not found in Pashto phonemic inventory. It further looks into the role of L1 in the pronunciation of the target English consonants. The study identifies that five English consonants namely, the labial-dental voiceless fricative /f/, and bilabial voiceless stop /p/. Both of these sounds are produced with just air and no voice, but the way they are pronounced is very different. /p/ is producing by building up the air and pressure behind lips that are squeezed together and then releasing it, similar to making a popping sound. This means that your mouth moves during the production of the sound and that it is impossible to extend the sound after your mouth is open and the air has been released. /f/ is pronounced with your top teeth touching your bottom lip, and the sound can be extended for as long as you like without moving your mouth just by continuing to blow through the gap between those two parts of your mouth.*

Keywords: Pronunciation ,consonants and vowels ,Bilabial ,Fricatives

Introduction

English language learning has been the main concern of so many studies, but most of the studies have not always taken into account the background knowledge of the mother tongue of L2 learners. Similarities among languages help the learners and differences hinder their L2 learning .Moreover, there are ways to measure the ease or difficulty that learners have with each system of language, which may be applied for L2 learning as a whole¹ (Adam, B. (1991¹). Afghani, A. A. (1960)².). The similarities and differences between languages (the target language and any other language which one has acquired previously) influence the overall performance level of learners in learning the

target language. Pashto has about forty to fifty million speakers. It is spoken in Afghanistan, Pakistan and Iran as a native language. It is spoken in the Afghan portion of Afghanistan. It is the official language of Afghanistan today besides -Dari. It is the provincial language in Khyber

Khyber Pakhtunkhwa (KP) province of Pakistan has the following five major Pashto dialects:

1. North-Eastern (Yusafzai) Dialect
2. Middle Tribal Dialect
3. South-Eastern (Quetta) Dialect
4. South-Western (Kandahar) Dialect
5. North-Western (Central) Dialect

LITERATURE REVIEW

Several factors influence the relation between written and spoken system of a language. Pronunciation is rarely affected by a word spelling and spelling may gradually be modified in accordance with changes in the phonological system (Khansir, 2021). Thus, Bloomfield (1933) asserted that “writing is not language but merely a way of recording language by means of visible marks” (P.21). The pronunciation is the central factor in recognizing words in spoken forms. Thus learning accurate pronunciation of English words is the most important in learning and teaching a foreign and second language especially when know the pronunciation is dilemmic for English language learners. Kenworthy (1990) addressed several reasons that result in spelling problems among foreign language learners as follows:

- 1- Among learners whose native languages use the Roman alphabet as English does, problems may be caused by confusion between the sound value in English.
- 2- Learners whose native language uses a non-alphabetic system will have to adjust to alphabetic conventions.
- 3- Another source of difficulty is the English spelling system itself. As soon as learners are exposed to written English, they start to make generalization about how the system works, since English is an alphabetic system, this means basically sorting out which letter corresponds to which sound.
- 4- Finally, the pronunciation of the learner. If a learner has difficulty in distinguishing English /p/ as in “pet” from English /b/ as in “bet” then, in doing a dictation, he or she may spell “pill” as “bill”.

The Importance of Pronunciation

Pronunciation is an important factor in learning and using English appropriately (Gussenhoven & Jacobs, 1998). This means that studying errors of English pronunciation is a valuable source to which provides information on students errors. These help teachers to correct errors and improve the effectiveness in teaching English pronunciation. Also, Yates (2000) explains,

“learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect” (P.1). Similarly, Burns (2003) claims: “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” (P.5). Harmer (200) argues that “pronunciation teaching not only makes students, aware of different sounds and sounds features. (and what these mean) but can also improve their speaking immeasurably” and consequently “help them achieve the goal of improved comprehension and intelligibility” (P.183). Therefore, Kelly (2000) also insists on “pronunciation work can, and should, be planned” (P.13). For Morley (1991) “intelligible pronunciation is an essential component of communicative competence” (P.513). According to Harmer (2001), a lot of teachers do not pay 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.

Consonant Sounds Problems

Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways (Kelly, 2000, P.47). There are many difficulties in English pronunciation face students at Faculty of Education Toor- Albaha from the fact that the sound systems of Arabic and English are different in number, as well as in place and manner of articulation some English

consonants do not exist in the Arabic sound System like /p/, /v/, /ŋ/. For Nation and Newton (2009) argue, “when some teachers and students complain about difficulties in speaking, they are often talking about pronunciation” (P.75). For Watson (2002) the following consonants /p/, /b/, /f/, /v/, /ʃ/, /tʃ/, /dʒ/, seem to be problematic for students learning English. Arabic is a consonant heavy language compared to English. Even though Arabic is a consonant heavy language English use many more consonant clusters to form words (Majeed, 1999). In English, the essential factors or features to be included when describing English consonants are voicing, point of articulation and manner of articulation, English consonants are, for example, different in number as well as in place and manner of articulation. (Eide, 2012) some English consonants do not exist in the Arabic sound system like /p/, /tʃ/, /dʒ/, /ʃ/, /ŋ/, and /v/ even those consonants, which seem similar to some Arabic consonants like /t/ or /k/, are not identical, but different in manner and in place of articulation. (Majeed, 1999). For example, English /t/ is an alveolar and aspirated in word initial position followed by a vowel like tea /t/ whereas the Arabic /t/ is dental and non-aspirated in the same word position like in /ti:/ (fig). In addition, Arabic /t/ and /d/ have pharyngealized productions that have phonemic value. Pharyngealization involves a secondary approximation of the back and root of the tongue into the

pharyngeal area. These pharyngealized consonants are categorized as emphatic consonants (Waengler, 2009). For Althaha (1995) shares this same opinion as he declared: A great deal of research analyzing the grammatical, lexical, and spelling errors committed by Arab students in an EFL situation have not been dealt with. (P.110). Students had problems with some oars of consonant sounds (i.e./tʃ/ and /ʃ/ as in "chair" and "share";/v/ and /f/ in "van" and "fan" /p/ and /b/ as in "pat" and "bat"); consonant clusters (i.e. "allow" often mispronounced "al – low"). Kharma & Hajjaj (1989) wrote a book attempting to identify problems Arab beginning learners of English face They collected the data by oral interviewing their subjects. The

mispronunciations were identified and then analyzed according to what they involve (consonants, vowels, stress). The authors identified some consonants (i.e. /p/, /v/, /ŋ/, /θ/, /ð/, /r/, /l/) as problematic for Arabs to pronounce. However, considering the lack of literature in this area, they believe there is still much to be done. The Australian Government (1978) published an article about the likely difficulties of English pronunciation Arabic speakers encounter when learning English. It was reported that Arabic speakers have difficulties with consonant clusters (pronouncing "espy" for "spy"), and consonants /tʃ/, /p/, /v/, /ŋ/, /θ/, /ð/, /r/, /l/, /g/, and /dʒ/, Marzouk (1993) carried out a study that investigated some aspects of phonological transfer from Arabic to English. His focus was on vowel transfer and consonant clusters (two or more consonants together in a word). Marzouk analyzed a number of interlingual identifications of epenthesis (phonological intrusion: i.e., saying "filoor" instead of "floor") produced by Arabic learners in their oral production of English consonant transfer was not investigated. Avery & Ehrlich (1992) wrote a book about how to teach American English pronunciation to selected groups, and the difficulties listed, regarding English consonants, for Arabic speakers pronunciation were: /θ/, /ð/, /tʃ/, /ŋ/, dʒ/, and consonant clusters. However, the difficulties listed were generalized to Arabic learners of all learning levels. There is clearly a need for more research in this area. In Althaha's (1995) research Arabic speakers immersed in the target culture were not investigated. The study conducted by Kharma & Hijjaj (1989) was limited to Arabs who were beginning learners of English. The article published by the Australian Government (1978) also concerned Arab who were beginning learners of English. Difficulties experienced by Arabic speakers immersed in the target culture for a considerable period were not mentioned. Marzouk (1993), although conducting research about phonological transfer, did not (1992) generalize the difficulties of Arabic speakers immersed in the target language culture for a considerable period of time.

Factors Affecting the Learning of Pronunciation

As Wong (1987) pointed out, “the teaching of pronunciation is not exclusively a linguistic matter” (P.17). Therefore, teachers need to consider factors (such as the learners age, the exposure to the target language, aptitude, identity, personality, attitude and the native language) which can affect significantly the teaching of pronunciation. The following sections introduce some of these factors and explain how they might affect the learning of pronunciation.

Age

One of the important factors to consider is the age of the learner, which is the subject of much and controversial research. For Lenneberg (1966) suggested that “after about the age of 12 years, the demand of verbal behaviour quickly declines” (Pp.239-240). He hypothesizes that there is a “critical period” for learning a second language (critical period Hypothesis), “between age 2 and puberty”, language seems to disappear after this age” and “foreign accents (in an 12) cannot be overcome easily after puberty” (Lenneberg, 1967, P.176). However, Scovel (1988), discussed that the critical period hypothesis is only valid when considering the acquisition of the pronunciation of second language. According to the Scovel (1988), this hypothesis is not applicable to other aspects of the language. Because pronunciation is “the only aspects of language performance that has neuromuscular basis”, requires “neuromotor involvement”, and has a “physical reality” (Scovel, 1988, P.101). He predicted that learners who start to learn a second language later than a round age 12 will never be able “to pass themselves off as native speakers and will “end up easily identified as non- native speakers of that language (Scovel, 1988, P.185). In fact, it is generally accepted that learners who learn and 12 after the end of the critical period have “neurological or motor skill constraints” that render native- like speech production “highly unlikely or impossible” (Moyer, 1999, P.82).

Exposure to the Target Language

The amount of exposure to the target language is

an important factor. For Krashen (1982) learners acquire a second language primarily from the input they receive, which has to be in large amounts and most importantly, comprehensible. In English as a foreign language (EFL) settings, since the students have very limited or no English native input outside the classroom, “the burden will fall more on the teacher to provide an adequate model of the target language”, and “to ascertain that students have opportunities to experience samples of the authentic oral discourse of native speakers” (CelceMurcia et al., 1996, P.171).

Phonetic Ability (Aptitude)

As Kenworthy (1990) claimed that, “some people are able to discriminate between two sounds better than others, and / or are able to mimic sounds more accurately” (P.6-7). Celce-Mercia et al. Mention the work of Carroll (1962, 1981), in which he assumes that there are four traits that constitute language aptitude: Phonetic coding ability”; b) grammatical sensitivity”; c) “inductive language learning ability”; d) “memory”. The first trait relates to the “capacity of discriminate and code foreign sounds such that can be recalled”; the second concerns “the ability to analyse language and figure out rules”; the third refers to “the capacity to pick up language through exposure”; the fourth involves “the amount of role learning activity needed to internalise something” (CelceMurcia et al., 1996, P.17). Learners weak in phonetic coding ability “have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain”; therefore “teachers need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time” (Celce – Murcia, Brinton & Goodwin, 1996, P.17).

Influence of the Mother Tongue in Pronunciation Acquisition

So far, speakers have seen the differing of opinions about the existence of a “critical period” for the acquisition of speech in a foreign language. However, there is not doubt that languages are learned differently by children and adults and that this is a direct result of the brain

syntax. It is also true that some adults achieve separation as native pronunciation, and that the degree of accuracy of pronunciation varies greatly from one individual to another. Avery & Ehrlich (1992) stated that the fact variability exists among adult learners means that ESL classroom time can profitably be devoted to improving students' pronunciation. In order to improve the students' pronunciation, first we have to identify the origin of the errors. Avery and Ehrlich (1992) claimed: "learners of a language speak the target 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" (P.9). The term cross-linguistic transfer refers to when Cook (2008), "a person who knows two languages transfer some aspects from one language to another" and "what can be transferred depends, among other things, on the relationship between the two languages" (P.76). This phenomenon does not concern only individual sounds but also Kenworthy (1990) "combination of sounds and features such as rhythm and intonation" (P.4). As Kenworthy (1990) claims, "there has been a great deal of research in which the sound systems of English and other languages are compared, and the problems and difficulties of learner predicted" (P.4). Concerning individual sounds Cook (2008) mentions the work of Fred Eckmann et al., who have identified three possibilities: a) "the first language has neither of the contrasting L2 sounds", therefore learners have to "learn two new phonemes from scratch"; b) "the second language has one of the L2 sounds", therefore "learners have to learn an extra phoneme"; c) "the second language has both sounds as allophones of

the same phoneme", therefore learners "have to learn that what they take for granted as alternative forms of the same phoneme are in fact different phonemes in English" (Cook, 2008, P.76). According to Kenworthy (1990), "the more differences there are, the more difficulties the learner will have in pronouncing English (P.4). In fact, according to Gimson (1989), "teaching should obviously be

concentrated on those features of English which are not found in the learner's native language" (P.318). English speakers, most of the times, are able to identify Spanish accent, Arabic accent, German accents, French accents, etc. This shows that the sound pattern of the first language is being transferred into the second language. According to Avery & Ehrlich (1992), the nature of a foreign accent can be determined by the learner's native language. Every language has its own particular inventory of phonemes into words, and different stress and intonation patterns. The mispronunciations of words by nonnative speakers are not random attempts to produce the correct sounds, but they reflect the sounds, rules, stress, and intonation of their native language. Avery & Ehrlich (1992) pointed out that the sound system of the native language can influence the students' pronunciation of English in at least three ways:

- 1- When a learner encounters sounds in English that are not part of the sounds in the inventory of the learner's native language. As mentioned before, the pronunciation of sounds depends on the proper use of the musculature in the mouth. Therefore, if the muscle needed for a certain sound is not exercised, the learner may not be able to produce it.
- 2- When the rules of combining sounds in words are different in the learner's mother tongue. Sometimes the sound present in the second language is also present in the native language. However, the rules of combining these sounds into words may be different, causing a problem for the pronunciation of English.
- 3- The rhythm and melody of a language determine its patterns of stress and intonation. Learners may transfer the rhythm of their first language into English. Students may also have a problem in hearing a sound that is not present in their native language inventory of phonemes. Avery & Ehrlich (1992) believe that the native language affects the ability to produce English sounds as well as the ability to hear English sounds. Many ESL teachers may have experienced the frustration involved in having students continually repeat a mispronounced word in the same way. As Avery & Ehrlich (1992) observe, "It is as if learners hear the

second language through a ‘filter’ the filter being the sound system of the native language”. (P.xv) It may seem that the student does not want to correct himself/ herself, but actually, he/she hears the word through the sound system of the mother tongue language. Therefore, sounds that are familiar in the native language are heard instead of the actual sounds of English produced by the teacher.

Biyaem, S. (1997³) gives a practical reference guide to teachers who have to deal with specific phonological problems of students from twenty three different language backgrounds. They expected that the comparison between English and the relevant features of the students own languages would help teachers to predict and understand the problems their students have. Bell, A., & Mohammad, M. S. (1983 ⁴ also provide phonetic descriptions and list of predicted problems based on first languages in order to help to minimize difficulties to students from different backgrounds. In addition to above discussed factors, lacking of opportunity to practice English pronunciation is the main problem in learning correct English pronunciation. Davenport, M., & Hannahs, S. J (2005)⁵ suggests that the success in learning and teaching English depends on students’ ability and exposure. Gussenhoven, C., & Jacobs, H (1998)⁶ discuss the following factors in pronunciation errors:

- Interference from the mother tongue particularly in pronunciation, syntax, and idiomatic usage.
- Lack of opportunity to use English in their daily lives.
- Unchallenged English lessons.
- Being passive learners
- Being too shy to speak English with classmates.
- Lack of responsibility for their own learning.

With regard to the influence of mother tongue, Grierson G A (1917)⁷ make a contrastive study of English and German and classified the 12 segmental errors into four categories: Phonemic

errors, phonetic errors, allophonic errors and distributional errors. Grierson errors taxonomy based on Contrastive Analysis helped German teachers to understand not only how these pronunciation errors are made, but also why they were made. The knowledge of phonetics and phonology of English is necessary for all those who want to know the principles regarding the correct use of English speech sounds. It is important to learn English pronunciation in terms of phonemes rather than letters of the alphabet, because of the confusing nature of English spelling Henderson, M. T. (1983) the accent that is used as a model for foreign learners is Received Pronunciation (BBC Pronunciation). It is the accent that has been used as the basis for textbooks and pronunciation dictionaries and so is described in more detail than other accents of English. Thus by English throughout this study, we mean Received Pronunciation or BBC English.

Data Collection

Subjects

Fifty Pashto speakers participated in this study. They all were the native speakers of Pashto

(Yusafzai dialect) Their age ranges from 20- 33 years. They were selected randomly from various departments of AWKUM. In all these institutions English was taught as a compulsory subject. They learn English as a compulsory subject for six years. Some of these participants had very sound background knowledge of English language. The sample represents nearly all the major areas of Khyber Pakhtunkhwa where Yusafzai dialect is spoken.

Stimuli

A list of ten sentences with intermingles of sounds /f, p/ pronounced by the students each student pronounced the sentence five times slowly. The targeted words /f, p/ both were repeatedly used in all sentences in a proper manner that the listener may easily differentiate the properties of the both sounds properly. All the sentences were loudly pronounced by the speakers and the listeners pointed the problems of its pronunciation. Though the sounds were not recorded from PRAAT because we have no

advance technology but the sounds were indicated by their actual pronunciation.

Analysis procedure

The participants were given the list of sentences containing the target consonants. They pronounced the target words in carrier sentences thrice. The pronunciation problem was pointed from their actual articulation because we have no modern technology such as PRAAT that

records the discrete sounds of a language correctly. The selected consonants were then observed through their place and manner of articulation was specified. The two problematic consonants /f,p/ were identified in words at initial, medial and final positions. Fifty participants had to pronounce the two consonants at three positions of the word with the help of five sentences.

Table 1

Gender Category

S.No	Gender Category	Total	Percentage
1	Male	50	100%
2	Female	0	0 %
	Total	50	100%

Source: Field Data

The above table shows that the total respondents are male 50 out of 50. No female respondent have been selected for the information regarding the pronunciation of /f/ and /p/. The above table

shows that mostly male candidates have been faced the problem of pronunciation regarding /f/ and /p/. Very hardly they differentiate the between these two consonants

Table 2

Family type

S.No	Family Type	Total	Percentage
1	Joint Family	43	86%
2	Extended Family	7	14 %
	Total	50	100%

Source: Filed Data

The above table shows that 43 (86%) out of 50 respondents belongs to the Joint family while 7(14%) out of 50 belongs to the Extended family. The information declared that both Joint

and Extended family candidates have faced the problem of pronunciation in /f/ and /p/. They used /p/ instead of /f/ and /f/ used vice versa.

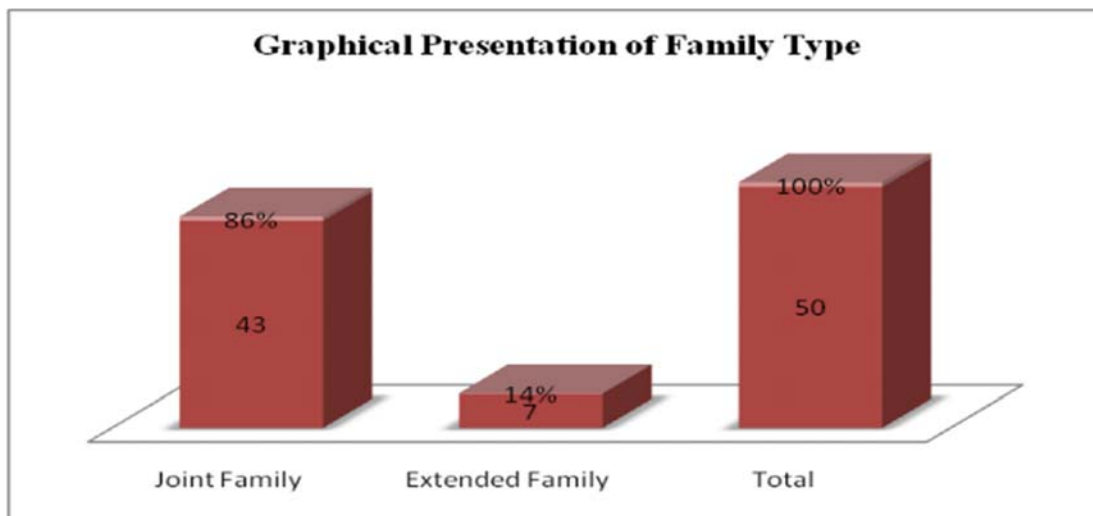


Table 3 Social Status

S.No	Social Status	Total	Percentage
1	Educated	50	100%
2	Middle Class	27	54 %
3	High Class	7	14%
4	Low Class	6	12%
Total		50	100%

Source: Field Data

The above table shows all the respondents were educated. The 27(54%) out of 50 respondents belongs to Middle Class, 7 (14%) out of 50 respondents belongs to High Class and 6(12%)

out of 50 respondents belongs to Low class. The information declared that all strata of candidates have faced the problem of pronunciation in /f/ and /p/. They used /p/ instead of /f/ and /f/ used vice versa.

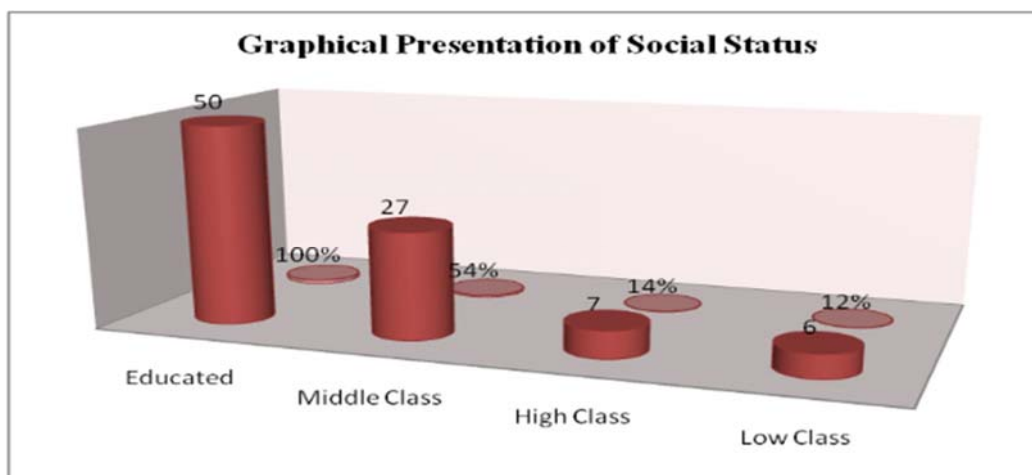
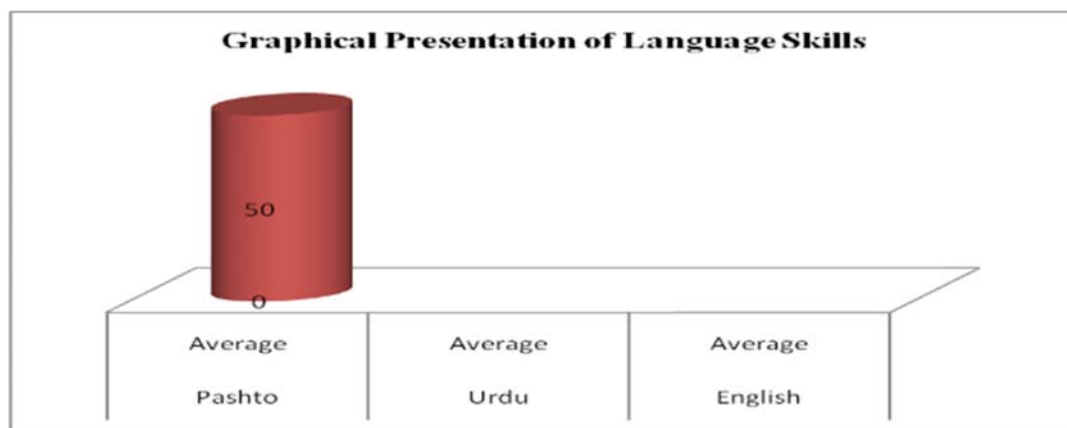


Table 4 Language Skills

S.No	Language Skills	Status
1	Pashto	Average
2	Urdu	Average
3	English	Average

The above table shows that all the respondents have full commands on all these three languages. The information declared that both the above household income candidates have faced the

problem of pronunciation in /f/ and /p/. They used /p/ instead of /f/ and /f/ used vice versa.

**Table 5 /f/ Pronounce**

S.No	F pronounce	Status	Percentage
1	F pronounced correctly	16	64%
2	F not correctly pronounced	9	36%
3	Total	25	100%

Source: Field Data

The above table shows that the information regarding the pronunciation of /f/ 16 (64%) out of 25 respondents correctly pronounced /f/ while 9 (36%) out of 25 respondents were unable to pronounce the /f/ correctly.

REASONS

1. The Pashtu speakers don't have /f/ sound in their native language .Therefore they substitute this unvoiced labio-dental fricative with the nearby available sound

unvoiced bilabial plosiveo

2. Due to the none-phonetic character of English language, the foreign students – including Pashtu speakers—faced difficulties in pronouncing English sounds. This phenomenon can be evident when 'ph' represents /f/ sounds.
3. In their education at primary and secondary level the due attention and focused upon phonetics was not given during their English courses or subjects.

Due to this lack of focus 36% of the subjects made mistake in pronouncing /f/ sound.

4. The subjects are also deprived of the facility of language Lab which is another reason of their poor pronunciation.
5. The students are not provided with enough opportunities of participating in class discussion making presentation and other communicative task which is also a major

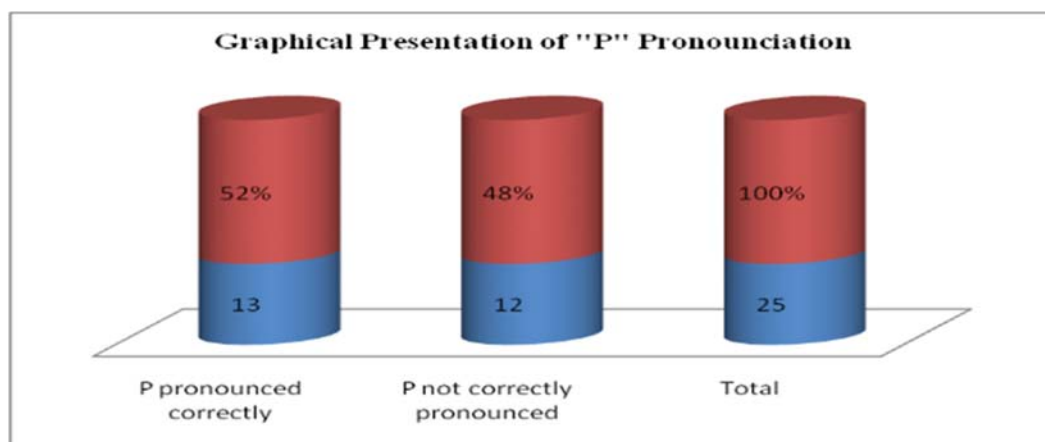
reason that their speaking skills is not enhanced.

6. The subject's don't have social exposure available to them in which they could communicate English outside from their classroom.
7. Due to the lack motivation and lack of interest the objectives of the subject Phonetics and Phonology are not properly achieved.

Table 6 /p/ Pronounce

Source: Field Data

S.No	P pronounce	Status	Percentage
1	P pronounced correctly	13	52%
2	P not correctly pronounced	12	48%
3	Total	25	100%



The above table shows that the information regarding the pronunciation /p/ 13 (52%) out of 25 respondents correctly pronounced /p/ while 12 (48%) out of 25 respondents were unable to pronounce the /p/ correctly.

MAJOR FINDINGS

1. The Pashtu speakers don't have /f/ sound in their native language .Therefore they substitute this unvoiced labio-dental fricative with the nearby available sound unvoiced bilabial plosive
2. Due to the none-phonetic character of English language, the foreign students –

including Pashtu speakers—faced difficulties in pronouncing English sounds. This phenomenon can be evident when 'ph' represents /f/ sounds.

3. For teaching correct English pronunciation, teachers who are fluent and have good command over pronunciation play key role and serve as model for their students. The none-availability such teachers may result in poor English pronunciations observed in this study. `
4. The subjects are also deprived of the facility of language Lab which is another

reason of their poor pronunciation.

5. The students are not provided with enough opportunities of participating in class discussion making presentation and other communicative task which is also a major reason that their speaking skills is not enhanced.
6. The subject's don't have social exposure available to them in which they could communicate English outside from their classroom.
7. Due to the lack motivation and lack of interest the objectives of the subject Phonetics and Phonology are not properly achieved.
8. The major problem for the 4th term students who have studied Phonetics & Phonology they declared that we heard only the definition of the Phonetics & Phonology and they were unaware of the phonetic transcription and place of articulation and manner of articulation.
9. Secondly, their approaches towards Phonetics & Phonology very limited.
10. First of all, the students of Computer Science were not familiar the actual pronunciation of the speech sounds.

CONCLUSION

On the basis of the whole study conducted by the researcher in the targeted area .The researcher concluded the problem of pronunciation regarding /f/ and /p/.The Pashtu speakers don't have /f/ sound in their native language .Therefore they substitute this unvoiced labiodental fricative with the nearby available sound unvoiced bilabial plosive.Due to the none-phonetic character of English language, the foreign students –including Pashtu speakers—faced difficulties in pronouncing English sounds. This phenomenon can be evident when 'ph' represents /f/ sounds. In their education at primary and secondary level the due attention and focused upon phonetics was not given during their English courses or subjects. Due to this lack of focus 36% of the subjects made mistake in pronouncing /f/ sound. For teaching

correct English pronunciation, teachers who are fluent and have good command over pronunciation play key role and serve as model for their students. The none-availability such teachers may result in poor English pronunciations observed in this study. The subjects are also deprived of the facility of language Lab which is another reason of their poor pronunciation. The students are not provided with enough opportunities of participating in class discussion making presentation and other communicative task which is also a major reason that their speaking skills is not enhanced.

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