English Pronunciation Errors: A Case Study of First-Year Students of an Experimental Secondary School

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Abstract

This research studies a subject of utmost importance to English learners which is pronunciation errors. Most English learners make pronunciation errors when speaking or reading English for a number of reasons which we will discuss in this paper. This is a case study of a group of high school students that aims to identify their pronunciation errors and describe those errors and clarify some reasons that caused those errors to occur. we used a qualitative approach by applying descriptive methods to describe and analyse the results of this research and collected the research data in two methods. The first one is the recording method. Records were made to get the data needed for the seven students' English pronunciation. The researchers recorded an English text read by those students of a first-year Experimental secondary school. The second method is the interviewing method, as interviews were used to get information from students about the problems they faced with English pronunciation.

Key Words:

Pronunciation Errors, Vowel Sounds, Consonant sounds, Diphthongs, Qualitative approach, Case study.

1. <u>Introduction</u>:

We can define the term of phonology as the term that refers to the establishment and description of the distinctive sound units of a language (phonemes) by means of distinctive feature, as Burgress and Spencer (2000) maintain. pronunciation is very essential and significant for the people who learn any language in order to the target language properly with an understandable way. The problem that we face nowadays that teachers of English don't give it a proper time in their session distribution or their lesson plans and most of those teachers neglect the importance of the pronunciation for the students' educational exams and refer to the importance of other English skills and skills priority time as excuses for them not to stress the students pronunciation mistakes and correct them. Hismanoglu mentioned the importance of the English instructors' role in educational and learning languages and the importance of the pronunciation as a way of proper speaking , this fact is very much neglected by language teachers (Hismanoglu 2009, p.1697) .Pronunciation errors are caused by many reasons such as defective understanding of semantics, syntax, morphology, phonology, co-articulatory effects and letter – to- sound rules (Mengetal, 2007, p.65).In addition to what Celce Murcia has mentioned about the relation between the learners' L1 to the pronunciation errors of the L2 sounds as it appears more in pronunciation than in grammar and lexicon, which led her to focus on the sound of the native language and its effects on the target language's sounds to anticipate where the pronunciation problems come from Celce Murcia,(1991) .On the other hand , Teachers of English as a second language lack the way of speaking, skill of oral speech confidence and the language proficiency (Derwing & Munro, 2005, p.389),which gives us a wider perspective on both the students' defects and the teachers' defects as well.

There are two main sources of the pronunciation errors as Yarmohammadi says : (1)Actual production of English sounds, she refers to the correct articulatory and (2) The interrelationship between the written form and how they pronounce them in words. Students are more attached to the English orthography more than sounds (Yarmohammadi, 2005, p.60) English Research) which happens due to the way that the teachers of English use to draw the students' attention to final exams rather than good pronunciation and fluent speaking. Teachers of English always claim that the students don't get any

mark out of speaking specially in senior grades.

- Thus, there are many reasons affect the pronunciation errors that senior students do while learning English but the two major causes occur because of two major linguistic causes either how sounds of L2 are pronounced or the errors that occur because of the misguided pronunciation that comes from the mistaken interpretation of the written forms. Furthermore, the teachers don't give the same attention to the way of explanation that includes the analysis of English language utterances and the ability to break them up to those utterances constituents in front of the students as a way to clarify the way of pronouncing every sound in many different words as their sounds vary dependently on the phonological environment. That's why the pronunciation errors description is very important and shedding the light on their reasons as well. More than that, the correct pronunciation production of each sound and the way that they are produced or their articulatory production, which allows the senior students to correct their mistakes. Moreover, the pronunciation errors analysis helps teachers to spot the mistakes immediately and figure

out some ways to correct them as possible as they can

2. The Theoretical Framework

- There is a strong need to know the Egyptian high school students, especially senior one, most common pronunciation errors and describe them clearly through many methods in order to record those errors for teachers to stress them while working and setting them as their priorities while teaching inside the classes
- **The Research Study:**
A case study of a group of high school students in order to identify their pronunciation errors to describe those errors and clarify some reasons that caused those errors to occur

- **Research problem:**

- There is a real problem in pronunciation in schools and there is not enough attention paid to this problem. So, there is a strong need to know the most common pronunciation errors of the Egyptian high school students, especially senior ones, and to describe them and their causes clearly through many methods in order to record those errors for teachers to help them deal with those errors while teaching inside their classes.

English is broadly taught as a foreign language in Egypt. In addition, English is a vital element of schooling in Egypt and is tremendously valued with the aid of using students, educators, and employers alike. It is known that when learning a second language, some errors may occur unconsciously on the part of the learners. This can happen because the sounds of the mother tongue are different from the second language, because the grammar of each language is different, cultural factors may affect the tongue, which may lead to incorrect pronunciation. As well as practice in the learned language, any language needs practice in order to be spoken correctly. The most important part of learning a new language is learning the sounds of its Letters, The essential element to learning the sounds of the letters is the teacher, who is the key to learning a new language, where the teacher is not just about transmitting information or, if you will, pronouncing words correctly, but about making sure that the students respond to what they convey, and individually motivating and directing each student to ensure that the information is delivered . This is because of the pressure of the work. Teachers have a lot of This

Teachers have a lot of responsibilities to focus primarily on teaching the classical curriculum without paying attention to the sounds. It is because of the lack of resources to effectively teach sounds, and the lack of awareness of the importance of sounds to language development. , which is a big problem because pronouncing a sound incorrectly, or the change of two sounds can change the meaning of the word, which can make it difficult to communicate with others who speak the language fluently and causes incomprehension of phrases. There are quite a number of errors that students make, and one of these errors is silent letters, where students are wondering how there's a letter in the word that doesn't have sound, then they add extra sound to the word. By way of example, Knife /knaɪf/ Write /wraɪt/ Doubt /daubt/. And this is a simple error that can be corrected by making a list of the most common words that contain silent letters. The second error that most students make is that there are sounds in English that don't have direct equivalents in Arabic, which makes it difficult for them to pronounce them correctly by way of example/p/, /v/, /ʤ/, /tʃ/. The third error is adding extra syllable or sound, and this is a common error, which makes some words easier to pronounce and is used

by a lot of students, like /febrwaeri instead of [ˈfebruəri/, and /dʒɔls/ instead of/dʒuːs/, and /klæsɪːk/ instead of /klæsɪk/. the fourth error is related to consonant clusters It's two or more consonant sound within the word with no intervening vowel. This error happens because Arabic has no consonant clusters, so students find it difficult to pronouncing it because they're not accustomed to this phonetic order beside The lack of sounds in Arabic that exist in English such as /ð/and / θ/ may also contribute to mispronunciations of certain consonant clusters , so they add vowels to make it easier for the tongue for instance splash pronounced as sep-lash , Christmas pronounced as kris-mas and Princess pronounced as per-rincess. The fifth error is mixing up vowels sounds. This error often occurs because the Arabic language has a small number of vowel sounds, and in contrast, the English language has a large variety of vowel sounds. In addition, these sounds may sound somewhat similar, which leads to students struggling to distinguish between the pronunciation of vowels in English. For example, saying pin instead of pen, saying dog instead of dug and saying sit instead of set. The sixth error is to ignore the diphthongs. The diphthongs are considered to be the merging of two vowel sounds into one syllable. This occurs first because Arabic does not contain diphthongs. In addition, students find it easier to confuse the diphthongs with other moving sounds , or Dividing the two sounds instead of saying it once, or to replace them with a sound that is familiar from the mother tongue, or to stress on one sound more often than the other for example . /aʊ/ in "house" - Mispronounced as "hoos" instead of "haʊs" ,and /oʊ/ in "boat" - Mispronounced as "bot" instead of "boʊt".The seventh error is word stress, which means stress on a particular syllable of the word. It is very important. It can change the meaning. A lack of attention to the stress on the syllable can lead to misunderstanding. It is important for the accuracy of the pronunciation. This error occurs because of a lack of awareness of the importance of the stress by teachers or students, because it is difficult to distinguish the stress in syllable, or because of a lack of attention to other elements of language teaching in terms of grammar and vocabulary. Eighth type of error occurs when there is past tense. Students always read(ed or d) at the end of the base verb /d/ and are not completely aware that the pronunciation of this end varies depending on the letter that precedes this end. When the end of base verb with voiceless sound patterns (k,p, t) Ending ed sound is pronounced

/t/,when the end of base verb with voiced sounds or vowels such as (y, z, b,..) endings ed sound is pronounced /d/, and when the end of base verb with t or d endings ed sound is pronounced /ɪd/ .For example

Looked /ˈlʊkt/

Played is /pleɪd/

"waited" is /ˈweɪtɪd/

Climbed is /klaɪmd/

The ninth error occurs when pronouncing the letter s at the end of a word. Most students, when there is a letter s at the end of a word, often pronounce it /s/ despite the fact that its sound differs according to the following rules

"S" as /s/ / in words where it follows voiceless consonants such as p, t, k, f, θ, etc.) or at the end of a word without any added endings.

"s" as /z/ when it follows voiced consonants (such as b, d, g, v, ð, l, m, n, ŋ, r, w, j) or when it appears at the end of a word in the plural or possessive form.

"S" as /ɪz/ or /əz/ when it is preceded by sibilant sounds (s, z, ʃ, ʒ, tʃ, dʒ), vocalic sounds, or certain fricative sounds. This occurs in the third person singular present verb forms and certain plurals. These are the most common errors we observed when observing students' pronunciation in the class. There are some suggestions that might help solve these errors that we need to work out. One suggestion is to increase awareness among parents and teachers of the importance of children learning the sounds of letters from an early age, because the younger the student, the easier it is to learn. Second, Parents must allow their children to listen periodically to natives, even if only for a short time, so that they can discern the correct pronunciation of each word, Parents may also download some educational programs that help their children to practice the language. Teachers must pay attention to pronunciation, with attention to explaining grammar and vocabulary, observing pronunciation, and correcting their errors. Adding a period of time in the school day to speak and listen only in English, encouraging students to practice the language outside school.

■ **Importance of the Research:**

■ The English language is widely used almost all over the world and has become an international language.

■ In the era of globalization, people need communication and for this purpose, communication skills play a key role. To become successful in the desired fields, all people need to get proficiency in all for skills of language. Without this skill, the purpose of communication cannot be performed effectively. English has become the universal language and all people in the world can communicate with other people

through English. People need interactions in the present global world and for the purpose of interaction with all people across the world, one common language is needed, and English fulfils this need. People can understand and can be understood by this medium of communication. Akhter, Qureshi, Hassan and Barira (2020) illustrate that English has become an international language. Owing to its significance in this globalized era, it becomes imperative for the learners to get command over the skills which fulfil the task of communication. For EFL learners, the need to acquire competency over these skills increases many times. To survive in the 21st century successfully, the knowledge of English and command overall skills is essential. So, to keep pace with the trends of the modern world, EFL learners should gain knowledge of the English Language. Ghufron, M. A. (2017).

- so pronunciation plays an important role in our lives and helps us communicate with others and pronunciation plays a vital part in employability as well. Graduates are often unfairly judged when they fail to convince others of their capabilities due to poor pronunciation and not having the language to express themselves well. It is important to improve students' pronunciation. "JL Jackson – 2016

- Because Learners with good communication skills are likely to be understood even though they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Learners who have bad pronunciation feel lonely, employment difficulties, avoid speaking in English, limited opportunities for further study. If the sound of word is differing it may lead the listener to some other meanings, and if this happens, it is very much obvious that it's not a proper communication. Everybody judge people by their communication, and so learners with poor pronunciation can be judged as uneducated, lack of knowledge in pronunciation or incompetent. So learners should have knowledge about the pronunciation. Many learners count pronunciation as a difficult aspect of English to acquire. Therefore, some sort of instruction and practice is a must in class. And also Proper pronunciation facilitates your understanding and interaction with others more effectively, whether you're speaking in daily life, at work, or in social situations. Good pronunciation creates a positive impression of you among others, reflecting your professionalism and self-confidence. Pourhossein Gilakjani, A. (2016).

- This study aims at investigating the common pronunciation errors committed by learners at secondary schools when pronouncing English . It deals with the importance of teaching pronunciation of the English language at secondary schools. In addition, it aims at finding out some of the ways which

can make an improvement in terms of teaching pronunciation in English lessons. For this purpose, we used descriptive qualitative methods to find errors and difficulties in pronouncing words which will then be described based on the results found

- The text consisted of 100 words. . Then Data is collected through records by asking the students to pronounce some English words on a specific topic. The participants were 7 students of the first grade chosen randomly. The data are analyzed by applying qualitative data analysis. The results showed that there are ….. Pronunciation errors existed in records.

- student's pronunciation problems with consonants and vowels (e.g., words with transcriptions ended with a consonant; consonant clusters; words with /ei/, usually pronounced as /e/; words with /r/, usually pronounced as /l/; words with /v/, usually pronounced as /f/; and words with /z/, usually pronounced at /s/ or voiceless); intonation problems (yes-no questions and wh-questions); and stress problems. }

- And also it examines the causes of English pronunciation problems which are affected by the Arabic language pronunciation. The Romanization of the Arabic language influences English pronunciation; Arabic intonations are applied to English pronunciations; speakers may be shy too. And also students experience errors in the pronunciation of English words due to the lack of student activities in listening, such as listening to podcasts, movies, music by native speakers, and the differences in accents between students and native speakers. Mispronunciation is due to lack of conscious attention to form(i.e. noticing)or explicit instruction, lack of exposure to the target language, difficult sound- spelling correspondences, or a combination of these. " jonás Fouz-González(2017) Some individuals may mispronounce words due to anxiety or nervousness, especially in situations such as public speaking or language exams and classification of errors.

- It is expected that the findings can help students diagnose their errors and mistakes in English pronunciation and later can motivate them to improve their English proficiencies. Besides, it can help the teachers develop strategies to minimize students' errors in pronunciation

■ <u>Research Objectives</u>

1- To identify the pronunciation errors most common to students under study.
2- To explain some reasons why students may have mispronunciation errors.
3- To describe some speech errors
4- To clarify the dangers of students' mispronunciation in the future.

5- To spread awareness of the importance of sounds of letters.
6- To illustrate the influence of Arabic on the pronunciation of English.

■ **Research Definitions:**

➕ **Case study:** A case study is an intensive study of a single case where the purpose of that study is to shed light in a larger class of cases. (Gerring 2007)

It means that it's one of the methods that can be used in writing a research paper and it often applied on an individual group of a particular phenomenon or situation in limited form to make it in general form after that , in a case study , we identity a specific individual group and study the presence or absence of the phenomenon in it and conduct the required experiments and questionnaires on it .

➕ **Descriptive research :** Descriptive research design is a powerful tool used by researchers to gather information about a particular group or phenomenon . (Shrutika Sirisilla 2023)

It means that descriptive research is used to examine the phenomenon in order to extract a lot of information about it and to answer the reader's questions like how , when , and where the phenomenon occurred and what are the causes of it . We do this by conducting observations , questionnaires and records and summarizing these results and analysing them in a clear way to the reader .

➕ **Phonology :** Phonology is one of the core fields that composes the discipline of linguistics , which is defined as the scientific study of language structure .(Cambridge University Press 2005)

It means that phonology is a branch of linguistics concerned with studying how the elements of language are organized systematically , how sounds are formed and linked together to form words and utterances .

➕ **Phonetics :** Phonetics is the systematic study of human speech sounds , it provides Means of describing and classifying virtually all the sounds that can be produced by human vocal tracts. (Catford 1988)

This meant that Phonetics is a branch of linguistics concerned with speech sounds , how they are produced , transmitted , and perceived by speakers . It's also study the articulatory , acoustic, and auditory aspects of speech ,

how isolated sounds are produced and how they are classified .

🔸 **pronunciation** : Pronunciation is the way in which language is spoken ; the way in which a word is pronounced, the way a person speaks the words of language. (Hornby 1987)

> This means that translation is one of the hardest parts of learning a new language, the way in which the words are pronounced with reference to some standard of correctness or acceptability. it's an important aspect of a spoken communication.

🔸 **Errors** : Error is a systematic deviation , when a learner has not learnt something and consistently gets it wrong . (Norrish 1987)

> It means that errors is something you have done which is considered to be incorrect , an error could result in failure or in a deviation from the intended performance .

🔸 **Pronunciation errors** : Pronunciation errors refer to deviations from the accepted norms of pronunciation within a language. (John M. Lipski)

> It means that when someone mispronounce a sound or a word While speaking , it can resist from various factors such as native language interference ,

lack of exposure To the target language or limited practice.

🔸 **Vowel sounds** : Vowel sounds are produced with relatively open vocal tracts configurations ,allowing air to flow freely without obstruction. (Petar Ladefoged 2001)

> The vowels are letters that represent speech sounds when air leaves the mouth without any blockage by the tongue , lips , or throat . In the International Phonetic Alphabet (IPA), vowels are represented by symbols such as /i/, /ɛ/, /æ/, /ɑ/, /ʌ/, /u/, etc.

🔸 **Consonant sounds** : Consonant sounds are produced by partial or complete obstruction of air flow in the vocal tract , resulting in audible friction or closure . (David Crystal)

> This meant that Consonants Involve blocking the air before it leaves the mouth , such as with tongue , lips , or throat . In the International Phonetic Alphabet (IPA), consonants are represented by symbols such as /p/, /t/, /k/, /b/, /d/, /g/, /f/, /s/, /ʃ/, /v/, /z/, /ʒ/, etc.

🔸 **Voiced sounds** :

> Voiced sounds are produced with the vibration of the vocal cords , resulting in audible resonance and characteristic pitch . (Kenneth N. Stevens)

Producing these sounds involves air passing through your vocal cords . voiced sounds are typically represented by symbols such as /b/, /d/, /g/, /v/, /z/, /ʒ/, etc.

✚ Voiceless sounds :

Voiceless sounds are produced without the vibration of the vocal cords , Resulting in absence of audible resonance or pitch. (Peter Ladefoged)

These sounds rely primarily on the movement of air through the mouth with no vocal cord involvement .

✚ Native language : The native language , also known as the first language our mother tongue , is the language that a person acquires naturally from birth or early childhood within their community or family environment. (Noam Chomsky)

This meant that The native language is the language you have learned when you were a baby imitating your family's language , It's not the language you have learned in the school.

✚ Diphthongs : Diphthongs are Complex vowel sounds consisting of a combination of 2 vowel qualities within a single syllable . (John C. Wells)

Diphthongs Involve a smooth glide from one vowel to another within the same syllable you produce one sound , we have 8 diphthongs in English language .

✚ Triphthongs : triphthongs are Complex vowel sounds that involve a sequence of three distinct vowel qualities within a single syllable . (Peter Ladefoged)

Triphthongs Involves a smooth glides from one vowel quality to another , followed by a final vowel quality Without interruption to produce one sound , we have five triphthongs in English language.

✚ Qualitative research :
Is a methodological Approach characterized by an in-depth exploration and understanding of phenomenon through the collection and analysis of non- numerical data . (Michael Quinn Patton)

Qualitative research methods include techniques such as interviews , focus groups , observation , and textual analysis.

✚ Quantitative research : Is a methodological approach characterized by the collection and analysis of numerical data to understand and explain phenomena , Relationships or patterns. (Robert S. Kaplan)

Quantitative research can be used to find averages In percentages , make predictions , test casual

relationships and generalize results to wider populations.

🔶 Error analysis :
The process to observe , analyze , and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. (Brown 1980)

Error analysis is an approach to analysing learners errors in order to understand what types of errors learners make and at what stage of learning.

■ Previous Studies :
Our research on the errors that Egyptian Arab students make in high school when they speak English is one of the most important problems that we have now, so we tried to find some studies that discuss this problem, comparing it to our research paper.

1-Spelling errors made by Arab learners of English
A small experimental study was carried out on Saudi middle high school students aged 17-18 years in a hitherto unexplored context. All participating students were tested before participating in the study. The results of this study are consistent with previous research finding that spelling errors made by Arab learners correlate with the impact of their first language education. The most common spelling errors are the multiplication of consonants,

consonants, final letters, and vowels in general. It is vital for Arab teachers and stakeholders to examine this conundrum openly.
Ali Alsaawi
International Journal of Linguistics 7 (5), 2015

■ 2-Pronunciation problems:
A case study of English language students at Sudan University of Science and Technology
This study studies the problems of English pronunciation faced by learners whose first language is Sudanese-Arabic. In other words, to find the problematic sounds and the factors that cause them. Then find some techniques that help Sudanese English students improve their pronunciation. The subjects of the study were fifty students from Sudan University of Science and Technology (SUST), and thirty English university teachers from the same university. The instruments used to collect data were observation, recordings and structured questionnaires. Data collected were analysed statistically and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts eg/z/and/ð/,/s/and/θ/,/b/and/p/,/ʃ/and/tʃ/.
Elkhair Muhammad Idriss Hassan

English Language and Literature Studies 4 (4), 31, 2014

■ **3- Spelling errors of Arab students: Types, causes and teachers' responses:-**

It has been noted that many English learners, including Arab learners in Emirati public schools, exhibit difficulties in spelling English. These difficulties are due to a number of reasons, such as irregular spelling of English and overlapping of the mother tongue. The purpose of this study was to investigate the extent of the spelling problem among Arab English students in Emirati public schools, to identify the most common types and most likely causes of misspellings, and to measure their progress in their spelling proficiency as they moved to the upper classes. To answer these questions, students' spelling errors were collected and analyzed from the literature of more than 537 students from four different levels of education, grades 9, 10, 11, and 12. Frequency of spelling errors for each grade was calculated and compared with other grades.
- Al Jayousi, Mohannad Thaher

4- Diagnosing Saudi Students' English Consonant Pronunciation Errors)

As the profile of Arab students' difficulties in pronunciation of English has not yet been reached,

this study attempted to identify the English sounds and groups of consonant sounds Saudi students had in English – as a foreign language (EFL) difficulty with pronunciation, and to examine how levels of student language proficiency might affect their performance in English consonant pronunciation. Forty Saudi university students with two different levels of English proficiency participated in the study.Data analysis has shown that the highest rates of error for participants were in the pronunciation :/Ezh/,/agma/,/p/,/alveolar approximant/ and/have voice less sound
Manahel Hamad Alzinaidi, Muhammad MM Latif.
Arab World English Journal 10 (4), 180-193, 2019

5-Pronunciation Errors Committed by EFL Learners in the English Department in Faculty of Education–Sana'a University.
This study aims first to investigate common spelling errors committed by the fourth grade students of the Il-Fayed School in the English Department of the College of Education, Sana 'a, and Sana 'a University in the academic year 2019-2020. Second, to find out the reasons for producing unclear parts among university students when talking; Third, offer possible solutions that could help Yemeni students overcome their speech

difficulties. The sample was 30 randomly selected students. Also, ten teachers were part of the sample in which they were given a closed-end questionnaire. The study concluded that EFL learners mispronounce certain phonemes that do not match word spellings and stylus consonants..
Fazee Khalid Alezi Almuslimi
Millennium Journal of English Literature, Linguistics and Translation 1 (2), 2020

6-Difficulties Encountered by Arab Students in Pronouncing English Correctly.

One notable phenomenon in foreign language learning (EFL) is the inability of most students to speak English fluently and correctly. This study investigates difficulties that impede high school students from correctly and fluently pronouncing English vocabulary and simple sentences. This research was done in an attempt to assess outcomes of English courses reflected in learners' inability to correctly and fluently pronounce English. The data were collected by surveying the responses of second year high school students to two instruments. A survey was directed to a sample of 100 Saudi students from 4 high schools, and semi-structured interviews with 5 students.
Mohammed Abdulgalil Abugohar, Kamariah Yunus

International Journal of Education and Literacy Studies 6 (4), 93-100, 2018

7-Errors in English pronunciation among Arabic speakers: Analysis and remedies.

This study is a contrastive analysis of Arabs' errors in English pronunciation regarding segmental—consonants, consonant clusters, and vowels—and suprasegmentals—main word stress. It also explains the main interlingual reasons behind these errors, and presents some teaching suggestions for surmounting them. The findings show that the subjects substitute their own Arabic sounds for unfamiliar English ones, producing incorrect English sounds. In addition, they apply Arabic main word stress rules instead of English ones, producing incorrect English stress patterns. The book also shows that English sounds and stress patterns that are both different and more marked than corresponding Arabic ones caused learning difficulties for the subjects.
Mohamed Fathy Khalifa
Cambridge Scholars Publishing, 2020

8- Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN:

Based on the data analysis The researcher counted that there are nine types of errors pronunciation made by the subjects. The first error is the subjects substituted a vowel /æ/ and six consonants /kj/,/tʃ/,/ʃ/,/dʒ/ and /ʒ/ with Indonesian sounds. The second error is the subjects substituted some English vowels into Indonesian vowel. The third error is word cognate's cases. The fourth is language interference. The fifth is pronouncing the silent consonant /h/. The sixth error is Deleting or omitting some consonants that appeared at the end of some English words. The seventh error is the subjects pronounced the silent consonant /t/ in the word "often". The eighth error is the subjects added the consonant /r/ at the word, that word doesn't required the consonant /r/. The last error is some subjects seemed to generalize the pronunciation of the past tense morpheme which is ended by a bound morpheme /ed/. This research is founded that there are three causes of students' pronunciation error made in speaking English. The first is an interference errors, the second is an intra lingual errors and the last is a developmental error. I see that the results of this study are somewhat effective. All the students' common mistakes in pronouncing some letters have been classified. Therefore, it is an effective study and Its achievement was fairly good.

9-Pronunciation Errors Committed by EFL Learners

in the English Department in Faculty of Education–Sana'a University:

The study concluded that EFL learners mispronounce certain phonemes that are in a mismatch with word orthography and consonant cluster. Moreover, vowels were mispronounced by students. The strongest factors that contribute to this problem, according to this study, were due to learners' mother tongue interference, and other causative factors such as limited language exposure. The study recommends that teaching should focus more on pronunciation along with preparing suitable material. This study is the closest to the results of the Obour Secondary School that was worked on, and therefore most of the common errors involved in vowel sounds and how they are pronounced are wrong, i.e. in the place or way the sound is produced.

10-The Analysis of Pronunciation Errors: Students' Reading Aloud:

The research used 18 students as the sample that were then divided into 3 groups (high, medium, low). The research is a descriptive qualitative research that used an oral test and questionnaire to collect the data. A descriptive text was used in the research and students were asked to read aloud the text and it was voice recorded by the researcher to analyze students' pronunciation errors. The

researcher used a yes-or-no styled questionnaire to find out students' perspectives on English pronunciation. The result of the research, particularly in the oral test shows that most common errors that students made are consonants and vowels as students made 44 consonant errors and 62 vowel errors in total. This study divided the sound outputs into three sections, and this is very good and effective in identifying common errors among students by using the right and wrong model. Therefore, in my opinion, it is one of the studies that most positively affected students' performance.

11-English pronunciation errors by Sundanese speakers:

The o study was aimed at finding out the main factors that cause the students' English pronunciation errors and identifying the types of the students' English pronunciation errors. In acquiring the data, the research used descriptive method. The students were given ten items of questionnaire asking for their responses in line with the causes of their English pronunciation errors. Then, the students' English pronunciation errors were found from the analysis of the reading material that had been read by the students. After the investigation, the types of English pronunciation errors made by the students in vowels sound were: long and short vowels, diphthongs, and triphthongs. It was

caused by the inability to hear certain English sounds that the students' native language does not contain.

12- English pronunciation errors by Jordanian university students:

The corpus is designed to investigate the production of English consonants, vowels, consonant clusters, and word stress by informants. The tested consonants are/p-v-ʧ-dʒ-ŋ-ɹ-ɫ/. students It is found that informants frequently confuse the following phonemes/p-ŋ-ɹ-ɫ/with/b-ng-ɾ-l/respectively. Moreover, informants frequently insert an epenthetic/ɛ/or/ɪ/in consonant clusters whether within words;/sɪkɹi: m/for/skɹi: m/or across words;/bɛst ɪ frɛnd/for/bɛst fɹɛnd/. The errors of this school are different from the errors of the rest, as the errors result from stressed words, and the results of this study were good, as these were modified for teachers and students.

13-An analyses of Iran school:

An The errors of this school are different from the errors of the rest, as the errors result from stressed words, and the results of this study were good, as these were modified for teachers and students. As oral skills are increasingly seen as a high Priority, phonology and pronunciation teaching are occupying a central position in the

teaching and learning of other languages. The present study is an attempt to shed some light on identifying and exploring the difficulties of Iranian EFL learners in phonology and pronunciation. To achieve this goal, 3 male language learners (elementary, intermediate, and advanced) were randomly selected and were required to articulate 3 different types of material. Having analyzed the data, the study revealed that, first, pronouncing /ɪə/ as /eə/, /æ/ as /e/, /ɑ:/ as /ɔ:/, /ʊ/ as /u:/, /aɪ/ as /ɔɪ/, /ɪ/ as /i:/, /əʊ/ as /ɔ:/, /w/ as /v/, /ð/ as /d/ or /z/, /θ/ as /t/ or /s/ and /ŋ/ as /ng/ and mispronouncing /ɒ/, /ʌ/, /ɜ:/, /ə/, /ɔɪ/, /eə/, /r/ and /aʊ/ are the most frequent errors among Persian-speaking learners. Second, the study indicated that the speed of reading was inappropriate for all the beginning, intermediate, and advanced learners. This study was carried out with the aim of determining the extent to which a group of undergraduate Iranian EFL students studying at Sheikhbahaee University could accurately pronounce ten commonly-used technology-associated loan words with regard to two criteria: the placement of word stress and the pronunciation of words' sounds. To this end, 50 students were randomly drawn from among the foregoing university's students. Each student was given the chance to pronounce each of the ten loan words in and out of context. The students' oral performance was

recorded and then was subjected to quantitative and qualitative analysis. The quantitative analysis revealed that the errors' frequencies were relatively high with respect to most words and ver y high with regard to two words. The qualitative analysis, which was done utilizing the literature of contrastive phonetics and pronunciation systems of Farsi and English, helped partly explaining many of the students' errors and highlighting the need for the devotion of more pedagogical and research attention to the problems confronting Farsi-speakers in the area of the pronunciation of loan words.

3.Methods of Research and the tools used

First the methods of the Research :
- ■   Identifying the pronunciation errors and detecting the specific defects whether in voicing, the place or manner of articulation, which has affected the pronunciation of the students of our research sample from high school grade led us to choose the Descriptive research methodology.

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Second) The tools used in the Research :-

1- Recordings:

In order to identify the pronunciation error that the students made we recorded their pronunciation while reading a passage from their English curriculum.

2- Phonetic sounds Analysis:

After we recorded their pronunciation while reading that passage, we started to analyse their pronunciation errors according to phonetics diagram.

3- Explanatory Tables:

Those tables allow us as researchers to write down the pronunciation errors and the specific defect in each error that the student made in order to compare results that we have.

4- Pronunciation and pronunciation errors survey:

We prepared a survey to collect information about how important the teachers of English value English pronunciation, and how much time they give during their sessions to focus on the pronunciation errors and correct them. spotted from the recordings of every student in the sample and also to add a possible cause or a reason.

3. Results of the Table of Analysis and its Interpretation :

■ **First, Pronunciations errors analysis.**

■ The pronunciation of the seven students was analysed through reading passage which is titled as (New in Town).

■ The reading passage wasn't changed from a student to another on purpose of describing the most repetitive pronunciation errors that students in the high school grade make in the same phonological environment.

■ After the recoding of the passage reading by the seven students, we analysed the errors through a table which contains five columns (The English pronunciation error – The correct English sound's manner of articulation, Place of articulation and voicing – The error whether in manner or place of articulation or in the voicing of the English sound – Possible Cause).

■ Then, the results of the table analysis of the seven students' pronunciation errors were compared.

■ The pronunciation error of each student was analysed according to the manner, place of articulation and voicing.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Ramez mispronounces /p/ sound and pronounces it as /b/ sound in the words (paper, prepare and pens)	■ The place of articulation: bilabial ■ The manner of articulation: plosive ■ The voicing: it is voiceless	■ The place of articulation: bilabial ■ The manner of articulation: plosive ■ The voicing: voiced	Ramez pronounces as the /b/ sound because this /p/ sound does not exist in the Arabic language only /b/ which exists in the Arabic language
Ramez mispronounces /ð/ sound and pronounces it as /z/ sound in the word clothes.	■ The place of articulation: Dental ■ The manner of articulation: fricatives ■ The voicing: it is voiced	■ The place of articulation: alveolar ■ The manner of articulation: fricatives ■ The voicing: it is voiced	Ramez mispronounces /ð/ sound and pronounces it as /z/ sound because the sound /ð/ exists in the original Arabic language but rarely to be used in Egyptian communicative colloquial language.
Ramez pronounce both Rhotic and non-rhotic /r/ sound as the rhotic /r/ sound in the words (are, friends and where)	■ The place of articulation: post-alveolar ■ The manner of articulation: approximant ■ The voicing: it is voiced	■ The place of articulation: alveolar ■ The manner of articulation: approximant ■ The voicing: it is voiced	Ramez doesn't recognize the difference between both Rhotic and non-rhotic /r/ that's because we have only one /r/ sound in Arabic which is stressed rhotic /r/ sound
In the word (granted), Ramez mispronounces the /t/ sound as /d/ sound	■ The place of articulation: alveolar ■ The manner of articulation: plosive ■ The voicing: it is voiceless.	■ The place of articulation: alveolar ■ The manner of articulation: plosive ■ The voicing: it is voiced.	The sound /t/ is positioned between two sounds of /d/ sound which made it difficult for him to pronounce it as /t/ and it is easier for him to pronounce them all as /d/ sound

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Ramez also mispronounces the diphthong /ie/ as pronounces the word easier as /eziar/ instead of the correct one /ˈiːzɪə/.	The /ie/ sound is a glide from /i/ sound to /e/ sound. The diphthong articulation requires a glide from the point which is between the front and the central part to the central part. It glides the lips moves from the point which is between closed, and half closed to the point between half closed and half open	■ The mistake exists in the move of the lips, ■ His lips moving is different as he moves them from the point which is between the closed and half closed to widely open to finish the diphthong as /ia/ sound. He glides from the point which is between the front and the central to the central part	this mistake belong to the teachers problems in taking enough time to explain the differences specially in all the English sounds specially vowels and diphthongs .
In English phonetics, there are differences between the words (will and well). Ramez pronounces both of them the same	■ The word will's transcription is /wɪl/. ■ The word well's transcription is /wel/. That shows the misunderstanding of how to pronounce both of the two sounds differently.	■ He pronounces them both as /wel/. He doesn't recognize the difference between /i/ sound and /e/ sound	■ These types of mistakes happen, because there is no time for English teachers to stress phonetics explanation and spotting the students' pronunciation mistakes and correcting them inside the class.
The word question's transcription is /ˈkwestʃən/,but Ramez mispronounces it as /ˈkwetʃən/	■ The correct transcription contains the /s/ sound.	■ Rames Elided the /s/ sound. This mistake happens when /s/ sound is followed by /tʃ/ sound	It is difficult to pronounce the /s/ sound clearly when it is followed by /tʃ/ sound

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
"Got" Muhammed mispronounces the word /gɒt/ and pronounces it as /gut/.	▪ The position of /ɒ/ sound: Open, back and rounded vowel	▪ The position of /ʊ/ sound: Close, back and rounded sound	There is no /ɒ/ sound in the Arabic language, so he pronounces it to the nearest sound found in Arabic, which is the /ʊ/ sound.
"Paper" Muhammad mispronounces the word /peɪpə(r)/ and pronounces it as /beber/	▪ /p/ sound ▪ place of articulation: Bilabial ▪ Manner of articulation: plosive ▪ voicing : voiceless	▪ /b/ sound ▪ place of articulation: Bilabial ▪ Manner of articulation: plosive ▪ Voicing : voiced	▪ The first error: ▪ Muhammad mispronounces /p/ sound and he pronounces it as /b / sound . ▪ The reason. ▪ There is no /p/ sound in the Arabic language, so he pronounces it to the nearest sound found in Arabic, which is the /b/ sound.
"Pens" Muhammad mispronounces the word /penz/ and pronounces it as /binz/ .	▪ /e/ sound ▪ The position: half open, front, unrounded.	▪ /I:/ sound ▪ The position: close, front , unrounded.	In Arabic there are only three vowel sounds. In English there are five vowel letters and 24 vowel sounds, and because of the few vowel sounds in Arabic and the many in English, English learners from Arab countries make many errors in the pronunciation of vowel sounds. So Muhammed pronounces /e/ sound as / I: / sound.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
"Any" **Muhammad mispronounces the word/eni/ and pronounces it as /ʌnɪ/**	▪ /e/sound ▪ The position: half open, front, unrounded.	▪ /ʌ/sound The position: open , central and neutral.	In Arabic, the vowels are fewer than they are in English. So English learners from Arabic are confused by their vowel pronunciation, and they make a lot of pronunciation errors as shown in this example. So he pronounces /e/sound as /ʌ/ sound
"Question" **Muhammad mispronounces the word /kwestʃən/ and pronounces it as/ kwesʃən/**	▪ /tʃ/sound ▪ Place of articulation: palatal ▪ Manner of articulation: Affricative ▪ Voicing : voiceless	▪ /ʃ/sound ▪ Place of articulation: palatal ▪ Manner of articulation: Fricative Voicing : voiceless	There is no /tʃ/sound in the Arabic language, so he pronounces it to the nearest sound found in Arabic, which is the /ʃ/ sound.
"Join" **Muhammad mispronounces the word /dʒɔɪn/and pronounces it as /ʒɔɪn/**	/dʒ/ Place of articulation: palatal Manner of articulation: Affricative Voicing: Voice	/ʒ/ sound Place of articulation: palatal Manner of articulation: Fricative Voicing: voiced	There is no / dʒ /sound in the Arabic language, so he pronounces it to the nearest sound found in Arabic, which is the / ʒ / sound.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
While Muhammad mispronounces the word /waɪl/and pronounces it as/wil/	■ /aɪ/sound . It is a diphthong sound consisting of two single vowel sounds. ■ /ɑ:/ sound The position: open , back, slightly rounded ■ /i/ sound The position : half close, front , unrounded	■ /i/ sound ■ The position: half close, front , unrounded	The / aɪ / sound is the diphthong sound, and in Arabic language there is no diphthong, so the Arabic learners simplify /ɪ/sound to the nearest single vowel sound /e/sound.
Friends. Muhammad mispronounces the word /frendz/and pronounces it as/frends/	■ /z/sound ■ Place of articulation: Alveolar ■ Manner of articulation: Fricative Voicing : voiced	■ /s/ sound ■ Place of articulation: Alveolar ■ Manner of articulation: Fricative ■ Voicing: voiceless	According to the rules of English, the /s/ sound is pronounced as /z /sound when it follows a voiced sound. So this mistake is because the English learners are not aware of these rules, and also the biggest mistake is the teacher not caring about the phonetics rules.
Stressed. Muhammad mispronounces the word/strest/ and he pronounces it as/strezd/	■ /t/ sound ■ place of articulation: Alveolar ■ Manner of articulation: plosive ■ Voicing : voiceless	■ /d/ sound ■ Place of articulation: Alveolar ■ Manner of articulation: plosive Voicing: voiced	According to the rules of English, the /d/ sound is pronounced as /t/ sound when it follows a voiceless sound. So this mistake is because the English learners are not aware of these rules, and also the biggest mistake is the teacher not caring about the phonetics rules.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Ganna has mispronounced of /p/ sound and pronounced it /b/ sound in words (papers /pens/ help /but)	/p/ Place: bilabial Manner: Obstruent /stops Voicing: voice less	/b/ Place: Bilabial Manner: Obstruent /stops Voicing: Voiced	Ganna pronounced the /p/ sound in a correct way and make it voiced so that is very wrong because it be replaced into /b/ sound.
Ganna mispronounced of /z/ sound and pronounced it /s/ sound in word (pens / easier)	/z/ Place: Alveolar Manner: Fricatives Voicing: Voiced	/s/ Place: Alveolar Manner: Fricatives Voice: ■ Voice less	Ganna pronounced /s/ and replaced it by /z/ sound and made it voice less.
Ganna has mispronounced of /s/ sound and pronounced it /z/ sound in word (stressed)	/s/ Place: Alveolar Manner: Fricatives Voicing: Voice less	/z/ Place: Alveolar Manner: Fricatives Voice: Voiced	Ganna pronounced /z/ and replaced it by /s/ sound and made it voiced.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Ganna pronounced /r/ sound in the end of the word (where / there / easier)	**/r/** **Place: palatal** **Manner: Sonorant / liquids** **Voicing: voiced in any place expect in the end of the word**	**/r/** **Place: palatal** **Manner: Sonorant /liquids** **Voice:** **Voiced in the end of the word**	**Ganna pronounced /r/ in the words above and it's wrong according to our British language. So she did not pronounc /r/ sound in the end of words.**
Ganna mispronounced /e/ sound and pronounced it /:c/ sound in the word (because)	**"/e/"** **Central / half/ open /slightly/rounded / short**	**"/:c/ "** ■ **Raw /all is a half / open / back / rounded / long**	**Ganna pronounced /e/ sound in a wrong way and it should be pronounced /:c/.**

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Pauline mispronounces /a/sound and pronounces it as /æ/sound in the word (a new)	■ Place of articulation: half close to half open, central, unrounded ■ Voicing: voiced	■ Place of articulation: open, front, neutral ■ Voicing: voiced	Pauline makes this error because the difference in vowel sounds in English and Arabic causes students to pronounce difficult sounds in English with familiar sounds in Arabic.
Pauline mis pronounces /ɒ/ sound and pronounces it as /ɔː / sound in words (got and not)	■ Place of articulation: open, back, short, slightly rounded ■ Voicing: voiced	■ Place of articulation: open, back, long, slightly rounded ■ Voicing: voiced	Long vowels are confused with short vowels because they are so similar, it is difficult for students to tell how they are different
Pauline mispronounces /ð/ and pronounces it as /z/ sound in words (this, that ,there, them, other , clothes and with)	■ Place of articulation: Dental. ■ Manner of articulation: Fricative. ■ Voicing: Voiced.	■ Place of articulation: Alveolar. ■ Manner of articulation: Fricative. ■ Voicing: Voiced.	Pauline mispronounced because her tongue was not accustomed to pronouncing /ð/ because it does not exist in the Arabic language and the closest sound similar to it is /z/
Pauline mispronounces/p/ sound and pronounces it as /b/ sound in words (pens, paper, personal, help and happening)	■ Place of articulation: Bilabial. ■ Manner of articulation: plosive ■ Voicing : voiceless	■ Place of articulation: Bilabial. ■ Manner of articulation: plosive ■ Voicing : voiced	Pauline mispronounced the /p/ sound like most students, because the /p/ sound is missing in Arabic, and the students replace it with the closest sound in Arabic, the /b/ sound

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Pauline mispronounces /z/ and pronounces it as /s/ At the end of the words (feels, friends, questions, selves and clubs)	■ Place of articulation: Alveolar. ■ Manner of articulation: Fricative. ■ Voicing: Voiced.	■ Place of articulation: Alveolar. ■ Manner of articulation Fricative. ■ Voicing: Voiceless	Pauline got it wrong because the /s/ sound is easier to say than the /z/ sound at the end of a word
Pauline mispronounces/v/ sound and pronounces it as /F/ sound in word (selves)	■ Place of articulation: Labiodental ■ Manner of articulation: Fricative ■ Voicing: voiceless	■ Place of articulation: Labiodental ■ Manner of articulation: Fricative ■ Voicing: voiced	Pauline mispronounced /v/ sound Because Arabic has no sound /v/ and the closest sound in Arabic is /f/
Pauline mispronounces/s/ sound and pronounces it as /k/ sound in word (noticeboard)	■ Place of articulation: alveolar ■ Manner of articulation: fricative ■ Voicing: voiceless	■ Place of articulation: Velar ■ Manner of articulation: plosive ■ Voicing: voiceless	Pauline mispronounced /s/ sound Because she doesn't know that c is pronounced as /s/ sound when it is followed by(I, e ,y), that's why she says it with Its common pronunciation as /k/ sound
Pauline mispronounces/dʒ/ sound and pronounces it as /ʒ / sound in words (join and enjoy)	■ Place of articulation: Post alveolar. ■ Manner of articulation: Affricative ■ Voicing: voiced	■ Place of articulation: Post alveolar. ■ Manner of articulation: Fricative ■ Voicing: voiced	Pauline mispronounced / dʒ/ sound Because she is not fully versed in phonetics, in addition to the fact that the /dʒ/ sound is not common In the English language, and therefore students are not exposed to it greatly until they distinguish it and pronounce it correctly.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Tarek mispronounces /ɒ/ sound and pronounce it as /ʊ/ sound in the word (got).	■ Place of articulation : Open , back , rounded. ■ Voicing : voiced .	■ Place of articulation : half-close , back , rounded . ■ Voicing : voiced .	Tarek mispronounces the sound /ɒ/ as the sound /ʊ/ because those sounds seems familiar , especially to learners who aren't familiar with the subtle differences in tongue position and mouth shape required to produce each sound.
Tarek mispronounces /p/ sound and pronounces it as /b/ sound in the word (paper).	■ Place of articulation : Bilabial. ■ Manner of articulation : plosive . ■ Voicing : voiceless .	■ Place of articulation : Bilabial . ■ Manner of articulation : plosive . ■ Voicing : voiced .	Tarek mispronounces the /p/ sound as the /b/ sound because the sound /p/ doesn't exist in Arabic language .
Tarek mispronounces the /p/ sound and pronounces it as /b/ sound in the word (pens) .	■ Place of articulation : Bilabial ■ Manner of articulation : plosive ■ Voicing : voiceless	■ Place of articulation : bilabial ■ Manner of articulation : plosive ■ Voicing : voiced	Tarek mispronounces the sound /p/ because this sound doesn't exist in Arabic language .
Tarek mispronounces the sound / ð/ and pronounce it as the sound /z/ in the word (clothes).	■ Place of articulation : Dental. ■ Manner of articulation : Fricative . ■ Voicing : Voiced .	■ Place of articulation : Alveolar . ■ Manner of articulation : Fricative. ■ Voicing : Voiced .	Tarek mispronounces /ð/ sound and pronounces it as /z/ sound because /z/ is more common cross-linguistically and may be more familiar to learners .

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause
Tarek mispronounces the sound /z/ and pronounces it as /s/ sound in the word (feels).	■ Place of articulation : Alveolar . ■ Manner of articulation : Fricative . ■ •Voicing : Voiced .	■ Place of articulation : Alveolar . ■ Manner of articulation : Fricative . ■ •Voicing : Voiceless .	Tarek mispronounces sound /z/ and pronounces it as the sound /s/ the only difference between the two sounds is in voicing , so it's challenging for him to distinguish between them without focused practice .
Tarek mispronounces the /s/ sound and pronounces it as /z/ sound in the word (Conversation).	■ Place of articulation : Alveolar . ■ Manner of articulation : Fricative . ■ Voicing : Voiceless .	■ Place of articulation : Alveolar . ■ Manner of articulation : Fricative . ■ Voicing : Voiced .	Tarek mispronounces /s/ sound and pronounces it as /z/ sound because he might have difficulty in perceiving or producing the distinction between voiced and voiceless sounds .
Tarek mispronounces the /p/ sound and pronounces it as /b/ sound in the word (pens) .	■ Place of articulation : Bilabial ■ Manner of articulation : plosive ■ Voicing : voiceless	■ Place of articulation : bilabial ■ Manner of articulation : plosive ■ Voicing : voiced	Tarek mispronounces the sound /p/ because this sound doesn't exist in Arabic language .
Tarek mispronounces the sound /dʒ/ and pronounces it as the sound /ʃ/ in the word (enjoy).	■ Place of articulation : Alveolar . ■ Manner of articulation : Affricate ■ Voicing : Voiced .	■ Place of articulation : Post-Alveolar. ■ Manner of articulation : Fricative . ■ Voicing : Voiceless .	Tarek mispronounces the sound /dʒ/ and pronounces it as the sound /ʃ/ it could be because the phonological interference of the native language .

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Dia mispronounces /p/ sound and pronounces it as /b/ sound in the words (paper and pens	■ The place of articulation: bilabial ■ The manner of articulation : plosive ■ The voicing: it is voiceless	■ The place of articulation: bilabial ■ The manner of articulation : plosive ■ The voicing: voiced	■ Dia pronounces as the /b/ sound because this /p/ sound does not exist in the Arabic language only /b/ which is exist in the Arabic language
Dia mispronounces / s/sound and pronounces it as/z/ sound in the words Conversation and	■ The place of articulation: alveolar ■ The manner of articulation : fricatives ■ The voicing: it is voicless	■ The place of articulation: alveolar ■ The manner of articulation : fricatives ■ The voicing: it is voiced	■ Dia mispronounces/ s / sound and pronounces it as /z/ sound It occurs in some dialects or regional languages, and can be due to various factors such as local linguistic influences or historical changes in pronunciation. It may be dialectal variation
Dia Mispronounces/z/ Sound and Pronounces it as/s/ in the word feels	■ The place of articulation: alveolar ■ The manner of articulation : fricatives ■ ☐The voicing: it is voiced	■ The place of articulation: alveolar ■ The manner of articulation : fricatives ■ The voicing: it is voicless	■ Dia mispronounces /z/ sound and pronounces it as/s/ sound ■ As a result of local linguistic influences and dialectal variations.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Dia Pronounces extra /ə/ To the word (clothes)	■ The correct transcription of word (clothes) ■ /kləʊðzs/	■ The wrong transcription of word (clothes) ■ /Kləʊðzəs/	■ Dia add extra /ə/ And it isn't in the correct transcription.
Dia mispronounces/z/ Sound and pronounces it as /s/ sound in (Questions)	■ The correct transcription of word (questions) ■ "Kwestʃənz" ■ The voicing: it is voiced	■ The wrong transcription of word (questions) ■ "Kwestʃəns" ■ The voicing: it is voicelss	■ Dia mispronounces/z/ and pronounces it as /s/ sound ■ Because He is not a native speaker of English language
Dia mispronounces /ɒ/ sound and pronounces it as/ʊ/ sound in word (got)	■ The place of articulation: ■ "open" ■ The manner of articulation: back, short ■ The voicing: it is voiced	■ The place of articulation: "half -close " ■ The manner of articulation: back , rounded, short ■ The voicing: voiced	■ Dia mispronounces /ɒ/ sound and pronounces it as/ʊ/ sound because the absence of certain vowel sounds in the Arabic language, it leads to difficulty in forming those sounds
Dia mispronounces/ə/ Sound and pronounces it as /ʊ/sound in word (people)	■ The place of articulation: central half – open ■ The manner of articulation: slightly rounded, short ■ The voicing: it is voiced	■ The place of articulation: "half -close " ■ The manner of articulation: back , rounded, short ■ The voicing: voiced	■ Dia mispronounces/ə/ Sound and pronounces it as /ʊ/sound Due to the difficulty in distinguishing between some similar sounds in English.
Dia mispronounces / ə/ sound and pronounces it as/ɑ/sound in word (personal)	■ The place of articulation: central half – open ■ The manner of articulation: slightly rounded, short ■ The voicing: it is voiced	■ The place of articulation: open, back ■ The manner of articulation: slightly rounded, long ■ The voicing: it is voiced	■ Dia mispronounces / ə/ sound and pronounces it as/ɑ/Due to the difficulty in distinguishing between some similar sounds in English.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Omar mispronounced /p/ sound and pronounced it as /b/ sound in the words (paper and prepare)	■ The place of articulation: bilabial ■ The manner of articulation : plosive ■ The voicing: voiceless	■ The place of: bilabial ■ The manner of articulation : plosive ■ The voicing: voiced	Omar mispronounced the /p/sound because this /p/ sound does not exist in the Arabic language only /b/ sound which is exist in the Arabic language especially the Egyptian dialect.
Omar mis pronounced /eə/ sound and pronounce it as /ɪə/ sound in the word(wear)	■ The correct transcription is ■ /weə/ contains /eə/diphthong	■ Omar pronounce the diphthong /eə/ as another diphthong /ɪə/ ■ So the word become /wɪər/ not /weər/	It's kind of hard for the Egyptians to pronounce diphthong That's why Omar mispronounced the word(wear)
Omar mispronounced /ð/ sound and pronounced it as /z/ sound in the word(clothes)	■ The place of articulation: dental ■ The manner of Articulation: fricatives ■ The voicing: voiced	■ The place of articulation: dental ■ The manner of Articulation: fricatives ■ The voicing: voiced	Omar mispronounced / ð/sound and pronounced it as /z/ sound because the sound / ð/ rarely to be used in Egyptian language
Omar mispronounced /ɒ/ sound and pronounced it as/o/ sound in the word (got)	■ The position of sound: open ,back, slightly rounded. ■ The voicing: voiceless	■ The position of sound: half clos articulation e, back, rounded. ■ Voicing : voiced	Because these sounds are fairly similar, and there's no significant difference between them in Arabic, so the student Omar mispronounced the word.

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Omar mispronounced the /z/ sound and pronounced it as/s/ sound in the word(feels)	■ The place of articulation: alveolar ■ The manner of articulation: fricatives ■ The voicing :voiced	■ The place of articulation: alveolar ■ The manner of articulation: Fricative ■ The voicing :voiceless	Omar mispronounces the word(feels)by pronounced it as /fi:ls/ because Voiced consonants with 's' said as /z/ after it so the correct pronunciation is /fi:lz/
Omar mispronounced the /eɪ/ sound and pronounced it as /ɔ:/ in the word (take)	■ The position of sound: half_open, back, rounded. ■ Voicing: voiceless	Omar pronounced the vowel sound /ɔ:/ as a diphthong /eɪ/ Which changed the word to another word	Omar mispronounced the whole word because he pronounced /tɔ:k/ instead of /teɪk/
Omar Mispronounced the /s/ sound and pronounced it as /z/ sound in the word (conversation)	■ The place of articulation: alveolar ■ The manner of articulation: fricatives ■ The voicing :voiceless	■ The place of articulation: alveolar ■ The manner of articulation: Fricative ■ Voicing :voiced	The correct pronunciation is/kɒvəˈseɪʃ(ə)n/ with voiceless/s/ sound but Omar pronounced it /kɒvəˈzeɪʃ(ə)n/ with voiced /z/ sound .Its mispronunciation is very common among Egyptian students
Omar mispronounced the/ ð/ sound and pronounced it as /z/ sound in the word(other, themselves, them)	■ The position of sound: dental ■ The manner of Articulation: fricatives ■ The voicing: voiced	■ The position of sound: dental ■ The manner of Articulation: fricatives ■ The voicing: voiced	Omar mispronounced / ð/sound and pronounced it as /z/ sound because the sound / ð/ rarely to be used in Egyptian language That's why he misspelled those

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Omar Mispronounced the word question which transcription is /kwestʃ(ə)n/	■ The correct pronunciation of the word the (question) is /kwestʃ(ə)n/ ■ Ther is the /s/ sound in the word	■ Omar pronounced the word (question)as a /kwetʃ(ə)n/ ■ There is no /s/ sound in the word	Omar mispronounced the word question because it's difficult to pronounce the /s/ sound when it's followed by /tʃ/ sound
Omar mispronounced the /ɪ/ sound and pronounced it as /æ/ sound in the word (busy)	■ The position of sound: front .half_ close , unrounded ■ Voicing : voiceless	■ The position of sound: open, front, neutral Voicing: voiceless	the word(busy) transcription is /bɪzɪ/ He pronounced it as /bæzi/ I think he got confused
Omar mispronounced the word (friends) because he pronounced it as/frendəs/	■ The correct transcription of the word (friends) is |frendz| ■ Omar added an extra shwa sound	■ Omar added an extra shwa sound before the /s/ sound	Omar mispronounced the word because Egyptian students tend to add shwa sound To make their pronunciation easier
Omar mispronounced the word (friends) because he pronounced it as /frendəs/	■ The place of articulation: alveolar ■ The Manner of articulation: fricatives ■ The voicing :voiced	■ The place of articulation: alveolar ■ The manner of articulation: Fricative ■ The voicing: voiceless	Omar mispronounced the word (friends) as /frendəs/ because Voiced consonants when followed by /s/ sound it is pronounced as/z/sound, so the correct pronunciation is /frendz/

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Omar Mispronounced the word question which transcription is /kwestʃ(ə)n/	▪ The correct pronunciation of the word the (question) is /kwestʃ(ə)n/ ▪ Ther is the /s/ sound in the word	▪ Omar pronounced the word (question)as a /kwetʃ(ə)n/ ▪ There is no /s/ sound in the word	Omar mispronounced the word question because it's difficult to pronounce the /s/ sound when it's followed by /tʃ/ sound
Omar mispronounced the /ɪ/ sound and pronounced it as /æ/ sound in the word (busy)	▪ The position of sound: front .half_ close , unrounded ▪ Voicing : voiceless	▪ The position of sound: open, front, neutral Voicing: voiceless	How much pronounced the word(busy)which transcription is /bɪzɪ/ He pronounced it as /bæzi/ I think he just got confused
Omar mispronounced the word (friends) because he pronounced it as/frendəs/	▪ The correct transcription of the word (friends) is |frendz| ▪ Omar added an extra shwa sound	▪ Omar added an extra shwa sound before the /s/ sound	Omar mispronounced the word because Egyptian students tend to add shwa sound To make their pronunciation easier
Omar mispronounced the word (friends) because he pronounced it as /frendəs/	▪ The place of articulation: alveolar ▪ The Manner of articulation: fricatives ▪ The voicing :voiced	▪ The place of articulation: alveolar ▪ The manner of articulation: Fricative ▪ The voicing: voiceless	Omar mispronounced the word (friends) by pronounced it as /frendəs/ because Voiced consonants with 's' said as/z/ after it so the correct pronunciation is /frendz/

The English pronunciation error	The correct English sound's manner of articulation, Place of articulation and voicing	The error whether in manner or place of articulation or in the voicing of the English sound	Possible Cause (Interpretation)
Omar mispronounced /p/ sound and pronounced it as /b/ sound in the word (problem) sound	• The place of articulation: bilabial • The manner of articulation : plosive • The voicing: voiceless	• The place of: bilabial • The manner of articulation : plosive • The voicing: voiced	Omar mispronounced the /p/sound because this /p/ sound does not exist in the Arabic language only /b/ sound which is exist in the Arabic language especially the Egyptian dialect

Omar mispronounced the word (subject) as he pronounced it as /ˈsʌbʒɪkt/ He elided the /d/	• The place of articulation:
	• palatal
	  The manner of articulation: fricatives
	• The voicing: voiced
		• The place of articulation: palatal
		• The manner of articulation: fricatives
		  The voicing: voiced
			Omar deleted the /d/ sound that came before the /ʒ/
			
			Omar mispronounced the word "question", because it's difficult to pronounce the /d/ sound when it's followed by /ʒ/ sound.

4. Results of the Research and its interpretation:

■ (The survey questions and its answers were checked by Dr./Shireen Yousef)

■ **The Results of the Survey:–**

■ A survey consists of six questions was provided to English teachers in order to describe the most common reasons behind the students' lack of English pronunciation.

■ The survey consists of the following six questions:

1– How important do you think English pronunciation for learning a language ?

    a- Very important
    b- Important
    c- Less important than other language skills
    d- Not important at all

2– How important do you think English pronunciation for the high school final exams ?

    a- Very important
    b- Important
    c- Less important than other language skills
    d- Not important at all

3– Do the English teachers give the same attention to pronunciation as they do to the other English areas (Vocabulary - Grammar - Reading - Writing) ? (You are included as one of them).

    A- Yes, for sure .
    B- It differs from a teacher to another .
    C- generally, yes
    D- .Generally, no

4– Why do most students study English in your point of view?

    a- For passing the final exam
    b- For learning the English language and its skills .
    c- For getting a good job for undergraduates jobs and finding better opportunities
    d- For communicating with foreigners and learning about other countries cultures

5– Which English language skill is the most important for the English high school final exam in your point of view ?
    A. Speaking / Pronunciation
    B. Grammar
   C. Vocabulary
    D. Reading
    E. Writing

6– Which English language skill is the most important for learning the language in your point of view ?
    a. Speaking / Pronunciation
    b. Grammar
    c. Vocabulary
    d. Reading
    e. Writing

■ **The Survey has been filled by 109 English Teachers.**

■ **The percentages of the Survey answers were dealt with statistically and were shown as follows:**

1- How important do you think English pronunciation for learning a language ?
108 responses

- Very important
- Important
- Less important than other language branches
- Not important at all
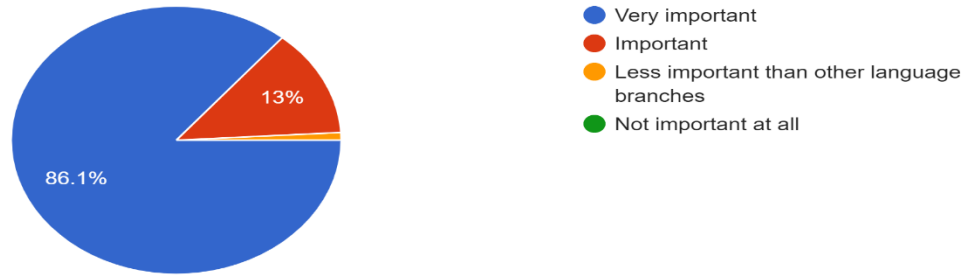
- **The answers of the first question in the chart are:**

- **Choice "a"** (**very important**) **achieved 86.1% out of 108 answers.**

  - Choice (a) is the highest percentage among all the other answers, which shows the importance degree of English Pronunciation and how teachers of English agree that it is even more important than English Grammar and Vocabulary that they care of the most and give them more time than pronunciation.

- **Choice "b" (important) achieved 13% out of 109 answers.**

  - Choice (b) is the second percentage among all the answers and that shows the difference between them only in the degree of how important pronunciation is

- **Choice "c"** (**less important than other branches**) **achieved 0.9 % out of 108 answers.**

  - Only one answer that agreed with this choice which means pronunciation cannot be less important than Grammar or Vocabulary or any other English curriculum division**.**

- **Choice "d"** (**Not important at all**) **achieved 0 % out of 108 answers.**

  - No one has chosen choice (d) which shows that no one can say pronunciation is not important for leaning English as either a language to be spoken or a subject to be tested

2- How important do you think English pronunciation for the high school final exams ?
109 responses
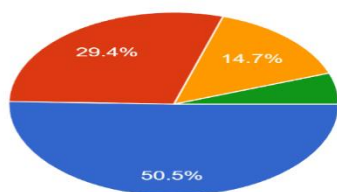
- 🔵 Very important
- 🔴 Important
- 🟠 Less important than other language branches
- 🟢 Not important at all

■ **The answers of the second question in the chart are:**

- **Choice "a" (very important) achieved 50.5% out of 109 answers.**

  ✚ Choice a came the highest percentage, but it isn't as strong as we can that this choice has passed half of the answers with a big number. It means for exams, English teachers started to doubt the importance of pronunciation.

- **Choice "b"(important) achieved 29.4% out of 109 answers.**

  ✚ Choice (b) (very important) changed to be with a lower percentage here   because the purpose of learning the language changed as well. In the first question, it was asking about the importance of the English pronunciation

usage on the other side, question 2 discussed the importance of pronunciation for the English exams

- **Choice "c" (less important than other branches) achieved 14.7 % out of 109 answers.**

  ✚ It shows that some of the English teachers started to even think English Pronunciation is even less than other English branches so they give more time to the other branches and they don't care for the pronunciation errors to be corrected as they care for Vocabulary and Grammar mistakes

- **Choice "d" (Not important at all)achieved 5.5 % out of 109 answers.**
- It shows that few number of the English teacher don't give Pronunciation errors any attention.

3- Do the English teachers give the same attention to pronunciation as they do to the other English areas (Vocabulary - Grammar - Reading - Writing) ? (You are included as one of them)

109 responses
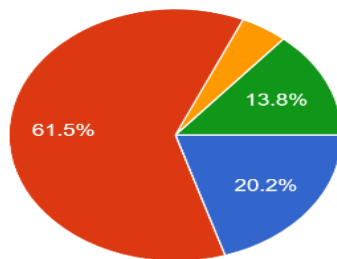
● Yes, for sure .
● It differs from a teacher to another .
● generally, yes.
● Generally, no.

61.5%
20.2%
13.8%

■ **The answers of the third questions in the chart are:**

- **Choice "a" (Yes, for sure) achieved 20.2% out of 109 answers.**

  ♣ Choice (a) shows that almost quarter of the Teachers see that pronunciation is equal to other English branches (vocabulary, Grammar ….etc.) which is a very low percentage compared with the real importance of the English pronunciation.

- **Choice "b"(it differs from a teacher to another) achieved 61.5 % out of 109 answers.**

  ♣ Although choice (b) is the highest percentage, actually it shows that not all the teachers don't give attention to the pronunciation errors or even time to correct them

- **Choice "c" (Generally, yes) achieved 4.5 % out of 109 answers.**

  ♣ The lowest percentage was for the choice which must be with the highest percentage, as pronunciation refers to speaking and that' the reason of learning any language. It shows that pronunciation errors are neglected by English teachers, Maybe few of them notice the pronunciation errors and care for correcting them.

- **Choice "d" (Generally, No) achieved 13.8 % out of 109 answers.**
- As choice (d) percentage shows, we can't say that all of the English Teachers ignore the pronunciation errors and delay correcting them. Which makes the problem of students terrible pronunciation gets bigger and bigger

4 - Why do most students study English in your point of view?
109 responses
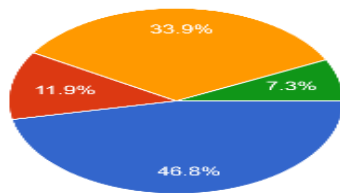
- For passing the final exam
- For learning the English language and its skills .
- For getting a good job for undergraduates jobs and finding better opportunities
- For communicating with foreigners and learning about other countries cultures

■ **The answers of the fourth questions in the chart are:**

- **Choice "a" (For passing the final exam) achieved 46.8% out of 109 answers.**

  - ↯ Choice (a) shows the most important reason for students to learn the English language, even if it is not the main aim or the main objective behind learning a language to be spoken.

- **Choice "b"(For learning the English Language and its skills) achieved 11.9% out of 109 answers.**

  - ↯ Choice (b) percentage was choking as the highest percentage, actually it shows that few of teachers agreed that students care for the English subject as a skill to be learnt, students don't give attention to the importance of a language as they give attention to the exams which is terribly choking.

job for the undergraduate and finding better opportunities) achieved 33.9 % out of 109 answers.

- ↯ Choice (c) percentage is choking as well, as we can see it is not the main aim of learning a language, because we mentioned before learning a language main purpose is communication with others not to get money only or to get marks

- **Choice "d" (For communication with foreigners and learning about other countries cultures) achieved 7.3 % out of 109 answers.**
- ↯ What was choking that the two choices which show the real purpose behind learning English language came with the lowest two percentages among the four choices and the highest percentage went to the other purposes which is different from learning itself such as money or marks. (material world)

- ↯

5- Which English language skill is the most important for the English high school final exam in your point of view ?
109 responses
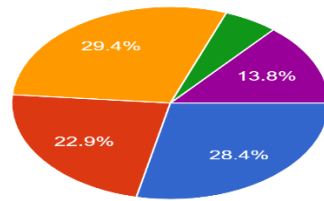
Legend:
- Speaking / Pronunciation
- Grammar
- Vocabulary
- Reading
- Writing

Pie chart values: 29.4%, 13.8%, 28.4%, 22.9%

■ **The answers of the fifth question in the chart are:**

- **Choice "a" (Speaking and pronunciation) achieved 28.4% out of 109 answers.**

  ↓ Choice (a) shows speaking and pronunciation are almost equal to the vocabulary and grammar, but actually there isn't any pronunciation exam or even speaking test in high school.

- **Choice "b"(Grammar) achieved 22.9% out of 109 answers.**

  Grammar and Vocab answers were chosen as the highest answer rate in this question which show how far both of aims (school study for exams at schools – speaking a language in real life as a skill to be gained) are so far away from each other's

- **Choice "c" (Vocabulary) achieved 29.4 % out of 109 answers.**

  ↓ Choice (c) percentage shows the most important English skills or branches that teachers focus on for the exam is vocabulary at school which doesn't serve the language main objective or aim, because if you know thousands of words, you lack the speaking skill which is the purpose of learning any language.

- **Choice "d" (Reading) achieved 5.5 % out of 109 answers.**
  ↓ Reading, which is choice (d), shows that reading is the least important branch in English lessons which, because it doesn't have any mark in the English exam.

- **Choice "E" (Writing) achieved 13.8 % out of 109 answers.**

  ↓ Choice (e) shows a suitable percentage according to the Writing mark in the exam, but not according to the importance of Writing as an English skill which needs more percentage (more attention and correction) than what the survey showed.

6 - Which English language skill is the most important for learning the language in your point of view ?

109 responses

- Vocabulary
- Grammar
- Writing
- Reading
- Pronunciation /speaking

73.4%

14.7%

■ **The answers of the first question in the chart are: -**

- **Choice "a" (Vocabulary) achieved 14.7% out of 109 answers.**

  ✚ Choice (a) percentage shows how the importance of the vocabulary storage for English language learning, as it appears in the second highest percentage. Vocabulary helps you to understand and speak with different variety of words usages.

- **Choice "b"(Grammar) achieved 3.7% out of 109 answers.**

  ✚ Grammar which is choice (b) is one of two least chosen choice with a low percentage among all other choices, which clarifies how you can be understood without those complicated grammar rules that we care s one of the most skills for the exam, so we focus on the wrong direction .

- **Choice "c" (Writing) achieved 1.8 % out of 109 answers.**

✚ Choice (c) shows the least percentage of teachers who picked writing, and a suitable percentage as we don't use writing except in written form of communication, and it's not the most common way of communication.

- **Choice "d" (Reading) achieved 6.4 % out of 109 answers.**
-
  ✚ Reading, there is a similarity between Reading and writing, because all of their form of communication is written form which is not commonly used as speaking in daily life.

- **Choice "e" (Speaking and pronunciation) achieved 73.4% out of 109 answers.**

  ✚ Choice (e) shows that the outstanding agreement with pronunciation importance and speaking for a language to be learnt for. its most important purpose is to communicate and that require teachers and students most attention to those two skills which is not actually that important through English curriculum at schools specially high schools.

  ..

6. Conclusion:

The most common and repetitive pronunciation errors that appeared in the analysis of the seven students pronunciation are (/p/,/ ð/, /θ/, /dʒ/, / tʃ/) and there some other pronunciation errors but as repetitive as the previous sounds. The previous sounds must be recognized by the English teachers at least in every class so they can decrease the amount of students the make those common pronunciation errors. the analysis of the pronunciation errors that we analysed according to the articulation of the correct English sounds' articulation an voicing will help teachers to recognize the pronunciation errors and the problem beyond their defected pronunciation for some English sounds. Finally, Pronunciation is as important as any other skill that high school students study for the exam, so we recommend that teachers prepare a pronunciation exam and also the ministry of education should find a way to improve the students pronunciation and set developing pronunciation as one of its educational goals and priorities.

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