

## صعوبات لفظ الأصوات المتحركة لدى طلاب السنة الأولى في قسم اللغة الانكليزية

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### الملخص

نظرًا لأهمية النطق باللغة الإنجليزية في الوقت الحاضر وضرورة إتقان قواعده الصوتية من أجل خلق تواصل جيد باللغة الإنجليزية، أجريت هذه الدراسة لاستقصاء الصعوبات التي يواجهها طلاب السنة الأولى في قسم اللغة الإنجليزية أثناء نطق الأصوات المتحركة وأسباب هذه الصعوبات والحلول المقترحة وبعض التوصيات لدراسات مستقبلية. شملت الدراسة الأنواع الثلاثة للأصوات المتحركة الإنجليزية: المفردة والثنائية والثلاثية. كان المشاركون 62 طالبًا من السنة الأولى من قسم اللغة الإنجليزية. شارك خمسون طالبًا في الاستبيان المكتوب واثنى عشر طالبًا في اختبار النطق والتسجيلات. لذلك كانت الأدوات المستخدمة في جمع البيانات ثلاثة: الاستبيان واختبار النطق والتسجيلات. تشير النتائج إلى أن الطلاب لديهم مشاكل حقيقية في نطق بعض الأصوات المتحركة: المفردة /3:/، /D/، /O:/، والثنائية /Iə/، /eə/، /ʊə/، وتقريرا جميع الأصوات المتحركة الثلاثية. تشترك الأصوات المتحركة هذه في الخاصية ذاتها وهي عدم وجودها كليًا في لغة الطلاب الأم، وهي اللغة العربية الفصحى. من هذه النقطة، يعد التداخل بين النظام الصوتي للغة العربية والإنجليزية العائق الرئيسي للطلاب بالإضافة إلى أسباب أخرى. تتضمن هذه الأسباب مناهج اللغة الإنكليزية ومدرسي اللغة الإنكليزية وقلة الثقة بالنفس لدى الطلاب وأثر نظام التهجئة العربية على النطق بالإنكليزية.

**الكلمات المفتاحية:** النطق الإنجليزي، صعوبات نطق الأصوات المتحركة،

التداخل بين النظام الصوتي للغتين العربية والإنكليزية.

***Difficulties of English vowels  
pronunciation among first-year  
students of English***

**Abstract**

Given the importance of English pronunciation nowadays and the necessity of mastering its phonetic rules in order to create good communication in English, this study is conducted to investigate the difficulties encountered by first-year students of English in pronouncing vowels, the causes of these difficulties, the suggested solutions and some recommendations for further research. The study covered the three types of English vowels; monophthongs, diphthongs and triphthongs. The participants were 62 first-year English students. Fifty students participated in the written questionnaire and twelve participated in the pronunciation test and the recordings. So, the tools used in collecting the data were three; questionnaire, pronunciation test and recordings. The results reveal that students have real problems in pronouncing some vowels: the monophthongs /ɜ:, ɔ:, ɒ/, the diphthongs /eə, ʊə, ɔɪ, ɪə, əʊ/ and the almost all the triphthongs. These vowels

share the same characteristic that all of them are not found in the students' mother tongue, namely Standard Arabic. From this point, the interference between the phonological systems of Arabic and English is considered the main obstacle for students as well as other reasons, of course. Some of these reasons include the English textbooks, English teachers, students' lack of confidence and the impact of Arabic orthography on English pronunciation.

**Keywords:**

English pronunciation, difficulties of pronouncing vowels, the interference between the phonological systems of Arabic and English.

## **1. Introduction**

Baugh and Cable (2002) assure the importance of English language stating that it is the medium which transfers speakers' thoughts and feelings to others. They consider English language the vehicle by which the science, the philosophy and the poetry of the culture have been transmitted. Definitely, English language is worth all this significance.

The mere knowledge of grammar and structures does not qualify you to communicate fluently with others. Correct pronunciation is the substantial requirement for effective communication. Since replacing one sound by another may cause a change in the meaning of the message or even a problem in understanding the content; correct pronunciation is the most important factor in communication (Awad, 2010).

### **1.1 Statement of the problem**

This study sheds light on the significant factors that contribute to the problems and obstacles affecting pronunciation, in general, and producing English vowels, in particular. However, it focuses only on the errors made with vowels not consonants.

## **1.2 Significance of the study**

This research targets first-year students of English. Its significance stems from various points as follows:

1. Recognizing the obstacles and problems that students encounter in pronouncing vowels.
2. The findings of this study will hopefully urge English teachers or lecturers to focus more on the pronunciation skill in classes, correct their pronunciation errors, develop their means and proficiency and enhance students' self-confidence to speak and communicate in English in class.

## **1.3 Objectives of the study**

The purpose of this study is to recognize the barriers that hinder students to speak English fluently and correctly and to work on the obstacles they encounter. This is done through carrying out a contrastive study between the Arabic vowels and the English ones since the interference between them is one of the main reasons lying behind the difficulty of producing English vowels correctly by Arab students.

#### **1.4 Scope and limitations of the study**

The research is confined to first-year students of English, and the sample chosen is students of English at Al-Baath University in Homs. This study deals only with the pronunciation difficulties of the three types of vowels; monophthongs, diphthongs and triphthongs. In addition, Modern Standard Arabic (henceforth MSA) is used to refer to the students' mother tongue of Arabic, and it is compared to British English.

#### **1.5 Research hypothesis**

According to Oldin (1989), Wang (2009), and Na'ama (2011), the phonological system of English is different from that of Arabic, and this difference has a powerful influence on pronunciation. On the assumption that the interference between the mother language and the target language causes problems, a contrastive analysis should be made to confirm this hypothesis.

### **2. Contrastive study**

The most important part of learning English as a second language rests on pronunciation. Odlin (1989) (cited in

Al-Saidat, n.d., p. 123) says, commenting on native language influence on second language pronunciation, "there is no little doubt that native language phonetics and phonology are powerful influences on second language pronunciation". Richards, Platt & Platt (1992, p. 205) define the interference or negative transfer as "the use of a negative language pattern or rule which leads to an error or inappropriate form in the target language (henceforth TL)". In addition to the interference between the phonological systems of the two languages, there is the impact of Arabic orthography. In other words, when students encounter a new word, they try to pronounce it as it is spelt, namely literally, affected by their Arabic orthography (Awad, 2010). Anyway, students' errors are inevitable. So, the contrastive analysis predicts errors by comparing the phonological systems of the mother tongue and the target language (Richards, 2015 and Al Shoufi, 2014). The focus in this study is on the differences between English and the Arabic vowels since the sample of the study is a group of first-year students of English at Al-Baath university.

### **3. English vowels: classification and description**

In English, there are twenty vowel phonemes and twenty-four consonant phonemes. Roach (2009, p. 21) defines vowels as "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips", while Kreidler (2004, p 24) states that "vowels are produced by allowing the air to flow freely". Kreidler (2004) illustrates that vowels have certain features which are: [+sonorant], [+syllabic], [+continuant], [- consonantal], and [+ voice].

English vowels are divided into three types: cardinals or monophthongs, i.e. single sounds with the articulators in one position; diphthongs and triphthongs. English is a 12-vowel sound system consisting of /i: ɪ e æ ɑ: ɔ: u: ʊ ʌ ə ɒ ɜ: /, of course, other than diphthongs and triphthongs ((Kelly (2000), Teifour (2006), Roach (2009), Saadah (2011), and Richards (2015)), among others.

### **3.1 Classification of monophthongs**

Vowels can differ in three features: length, quality and complexity (Kreidler 2004). When it comes to classifying vowel sounds, two points are dealt with. The first point is "the part of the tongue, between front and back, which is raised highest". The second point is "the vertical distance



between the upper surface of the tongue and the palate,” and according to it, vowels vary between open and close (Roach, 2000, p. 12). The same factors are used for classifying Arabic vowels.

The classification of monophthongs, according to (Teifour, 2006), is set as follows:

**/ɪ/**: It is short, front, half–close, and the lips are spread.

**/e/**: It is short, front, between half–close and half–open and the lips are spread.

**/æ/**: It is short, front, between half–open and open and the lips are spread.

**/ʊ/**: It is short, back, half–close and the lips are rounded.

**/ʌ/**: It is short, central, between half–open and open and the lips are neutral.

**/ɒ/**: It is short, back, between half–open and open and the lips are rounded.

**/ə/**: It is short, central, between half–close and half–open and the lips are neutral.

**/i:/**: It is long, close, front and the lips are spread.

**/ɑ:/**: It is long, open, back and the lips are neutral.

**/u:/**: It is long, close, back and the lips are rounded.

**/ɜ:/**: It is long, central, between half-close and half-open and the lips are neutral.

**/ɔ:/**: It is long, back, between half-close and half-open and the lips are rounded.

The approximants /w, j/ are sometimes referred to as semi-vowels. However, semi-vowels should, in fact, be treated as consonants, despite their articulatory similarity to vowels (Cruttenden 2014).

### **3.2 Classification of diphthongs**

When the articulators move between two positions, and the sound changes between two qualities, the symbols for diphthongs are made up of two parts (Knight 2012).

\*Here is a description of the closing diphthongs in English:

**/eɪ/**: The glide begins at a point behind the front open position and moves in the direction of the position of /ɪ/.

**/ɔɪ/**: The glide begins with tongue position that is for /ɔ:/ and moves in the direction of /ɪ/.

**/aɪ/**: The glide begins at a point slightly behind the front open position and moves in the direction of the position associated with /ɪ/.

**/əʊ/**: Its glide begins at the central position of /ə/ and moves in the direction of the /ʊ/.

**/aʊ/**: The glide starts at a point between the back and front open positions, and moves in the direction of the /ʊ/.

\*On the other hand, the centering diphthongs are described as follows:

**/ɪə/**: The glide begins with the tongue position that is taken for /ɪ/ and moves in the direction of /ə/.

**/eə/**: Its glide begins in the half – open front position and moves in the direction of a more open variety of /ə/.

**/ʊə/**: It glides from the tongue position that is used for /ʊ/ towards the more open type /ə/.

### **3.3 Classification of triphthongs**

The triphthongs are composed of the five closing diphthongs with a schwa /ə/ added on the end (Roach 2009). They imply the combination of three different positions of the tongue in the production of a vowel.

/eɪ/ + /ə/ = /eɪə/ as in "player"

/ɔɪ/ + /ə/ = /ɔɪə/ as in "employer"

/aɪ/ + /ə/ = /aɪə/ as in "fire"

/əʊ/ + /ə/ = /əʊə/ as in "lower"

/aʊ/ + /ə/ = /aʊə/ as in "hour"

Triphthongs occur in rapid speech and without any interruption, so it will be difficult for learners to recognize or hear them fully. Sometimes, confusion may happen in pronouncing or hearing them as diphthongs or triphthongs.

#### **4. Arabic vowels: classification and description**

MSA has 36 phonemes. These are divided into six vowels, two diphthongs, and 28 consonants. In addition to the two diphthongs, the six vowels are /a, ɪ, u, a:, i:, u:/, where the first three ones are short vowels, and the last three are their corresponding longer versions. The short vowels are represented by diacritics or as called in Arabic *harakat*, while the long vowels are represented by three Arabic letters (Al Shoufi 2014).

First, the monophthong vowels are discussed according to Sabir (2014).

#### 4.1 Classification of monophthongs

The three short vowels of MSA, called *Al harakat*, are:

1. /ɪ/: Front, unrounded vowel, between close and half-close and short, represented in Arabic by the *kasrah*, for example: /fahima/ (understood).
2. /u/: Back, rounded vowel, between close and half-close and short, represented by the *dammah*, for example: /kutub/ (books).
3. /a/: Front, open, unrounded vowel and short, represented by the *fathah*, for example: /raqṣ / (dance).

Long vowels are longer than others in the same position; they are written with "a length mark" /:/. These are:

4. /a:/: Front, open, unrounded vowel, and (long), represented in Arabic by the letter *alf*, as in the Arabic word /ba:b/ (door).
5. /i:/: Front, close, unrounded vowel and (long), represented in Arabic by the letter *yaa'*, as in /ti:n/ (fig).
6. /u:/: Back, close, rounded vowel and (long), represented in Arabic by the letter *waw*, as in /bu:mah/ (owl).

## 4.2 Classification of diphthongs

Some combinations of vowels which are allowed in some dialects can be considered diphthongs. In Arabic, there are only two diphthongs which are: /aw/ and /ay/.

- /a/ + /w/: *fathah* and *dammah*= /aw/, as in the word /nawm/ meaning "sleep".

- /a/ + /y/: *fathah* and *sukun*= /ay/. For instance, the word /bayt/, meaning "home", has this /ay/ diphthong combination (Dickins et al. 1996) (cited in Al Shoufi, 2014).

## 5. Error analysis

As Corder (1967) and Richards (1973) argue, error analysis (EA) is a procedure used by both researchers and teachers which involves collecting samples of learner's language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. Saville-Troike (2006, p. 38) (cited in Azzouz, 2013)

states that learners' errors are "sources of insight into the learning processes". Studying errors in English pronunciation is a valuable source which provides information for students' errors. This helps teachers to recognize areas of problems, correct errors and improve the effectiveness in teaching English pronunciation (Elmahdi & Khan 2015). However, ignoring these errors makes the problem more complicated. The student will keep used to committing the same error again and again and the wrong information would not be correct for them. Hence, the significance of EA arises.

## **6. Previous studies**

Al Shoufi (2014) conducted a study about the negative influence of the Arabic vowel sound system on the English one. The results showed that diphthongs and triphthongs caused more errors than monophthongs did, since they were more complex and missing in the Arabic sound system. In addition, Azzouz (2013) conducted a study about students' mother tongue (Arabic) influence upon their English and whether this impact was negative or not. Azzouz talked about EA and its significance. The results confirmed that there was a negative interference between

Arabic and English because of their differences. Another study talked about the problems in English pronunciation. This study was carried out by Hassan (2014). He used observation, recordings and questionnaire. The results of his study showed that the interference between Arabic and English caused problems in pronouncing English sounds for different reasons. Some of them included replacing the English sounds that were missing in Arabic by familiar Arabic sounds found in the mother tongue and the existence of some English vowels which had many ways of pronunciation. Besides, Riadi et al. (2013) investigated the problems of pronouncing short and long vowels for 30 Indonesian students of English Education Study Program. The methodology he used in collecting the data was a performance test. The findings showed that there were problems in pronouncing short and long vowels in addition to difficulty in differentiating between them. The biggest number of errors were with long vowels. Moreover, AL-Dilaimy (2012) states that Omani students encounter problems in English pronunciation because of the non-correspondence between the spelling and the actual sounds produced and perceived by learners. Furthermore,



Sumbayak (2009) investigated the obstacles for Indonesian speakers of English. His study was on the diphthongs /eɪ/ and /əʊ/. The main finding of the study was that diphthong /əʊ/ was more difficult than /eɪ/.

## **7. Methodology**

### **7.1 Participants**

This study targets the first-year students of English at Al-Baath University in Homs. To collect data, three instruments are used; a questionnaire, a pronunciation test and recordings of ten sentences. The participants are divided into two groups. The first group involves 50 students, namely 8 males and 42 females, who are selected at random. This group answers the written questionnaire. The second one involves 12 students, namely 3 males and 9 females. This group undertakes the pronunciation test voluntarily.

### **7.2 Instruments of the study**

In order to obtain rich information, the study employs a two-part questionnaire and a pronunciation test including words to be transcribed and structured familiar sentences

to read. First, the questionnaire is designed to collect the required information about various cases related to pronunciation difficulties. The main purpose of this questionnaire lies in collecting the abstract data about all problems, difficulties, and obstacles of pronouncing English vowels in addition to focusing on the reasons behind them and attempting to give solutions. The questionnaire is divided into two parts. The first one contains 20 multiple-choice questions, while the second contains 15 general statements for agreement or not. On the whole, there are 35 items.

Second, the pronunciation test is designed to measure the degree of students' proficiency of phonemic transcription; this is the practical side of the research tools. The test contains 78 words categorized into six groups. The specific academic goal of every group is as follows: words having monophthongs, words having diphthongs, words having triphthongs, words having the same letters but different sounds; homographs, words having short and long vowels and strange words.

Third, since the words were insufficient to diagnose the subjects' pronunciation errors, the recordings are conducted to assess students' proficiency of pronouncing

the English vowels perfectly. Ten sentences are included, some of which are taken from websites, while others are constructed by the researcher. The words of these sentences include extensive, various vowels.

### **7.3 Procedure**

The data collection procedure took about five days. Data were collected in the middle of May 2019 at AL-Baath university. The questionnaire was distributed during my supervisor's lecture since this facilitates the instruction. 43 students answered the questionnaire, namely 6 males and 37 females. The 7 other students answered the questionnaire after a few days later. Moreover, 12 students were informed and selected for the recording samples and conducting the pronunciation test after three days. Sheets, containing various groups of words for transcription in addition to a group of sentences to be recorded, were handed out to students. The students underwent the pronunciation test individually in the language lab at Al-Baath university, which was prepared to be quiet and soundproof. A mobile phone was used to

record students' pronunciation due to the lack of good and conductive laboratories for this purpose

## **8. Data analysis and discussion**

### **8.1 Analysis and discussion of the questionnaire**

The findings of the questionnaire show that little attention is paid to pronunciation in schools, and Arabic prevailed in students' English lessons at school which disturbs students' minds and makes them lost between the two languages. Our syllabus lacks great bases of the pronunciation skill, as Kelly (2000) states. Moreover, students love English but, due to a wide range of factors which go beyond phonetic rules and symbols, they have a problem with phonetics (Zhang, 2009). Besides, most students can recognize the phonetic symbols given in brackets in the dictionary. Nevertheless, some students do not know the phonetic symbols so they try to learn the pronunciation of each word by heart. They find difficulty in pronunciation because of the non-correspondence between the spelling and pronunciation of English words. Moreover, students agree on the idea that the difference between Arabic and English has effects on pronouncing English vowels. Since English has novel vowels that are not found in Arabic, students encounter difficulty in

producing them correctly and, in some cases, they replace them by familiar Arabic ones. Furthermore, most students agree on the significance of the concept of error analysis.

## **8.2 Analysis and discussion of the pronunciation test**

The answers of the students for this test were not so good, indeed. Students had greatest difficulty in producing certain English vowels, namely /ɔ:/, ɒ, ɜ:/, which do not exist in Arabic, students' mother tongue. Due to this, it was difficult for them to produce English sounds which they did not have in their native language. Therefore, they tried to substitute these sounds for equivalent ones in their mother tongue. So, they replaced the vowel /ɒ/ by /u:/, /ʊ/ or /ə/. In general, the long vowels are more difficult than the short ones. This result conforms to the study of Al Shoufi (2014). Generally, the vowels /i:/, /e/, /ʌ/ and /æ/ as in the words "street", "red", "love" and "hat" are not problematic for students. They find them simple.

Besides, the results show that diphthongs are more complicating for students than monophthongs since they do not exist in Arabic. Thus, all diphthongs are problematic except for three. The diphthongs /eə, ʊə, ɔɪ, ɪə, əʊ/ are so difficult that only two or three students transcribed them correctly. Moreover, Triphthongs are

more complicate than diphthongs, so students do not study them a lot. Almost all triphthongs are difficult for students except for /aʊə/ and /əʊə/. These two triphthongs are somehow alike. Thus, they are sometimes replaced by each other. However, correct transcription comes from both good phonetic knowledge and the constant practice of word transcription.

Regarding the results of the homographs group, many students did not know the difference between words like "bath" and "bathe" or "breath" and "breathe"; i.e., whether one of them was a noun or a verb. Thus, they did not know the difference in their pronunciations too. The results of Al-Saidat (2010) confirm this.

Furthermore, the students' transcriptions of the strange words were terrible. This draws our attention to a very important point, which is that spelling words in English is a challenging work. This difference between pronunciation and spelling causes a lot of confusion to students. Students' attempts of transcription went in vain because they had never heard the pronunciation of those words before. Thus, the non-correspondence between spelling and pronunciation of a word in English is a main factor in students' poor pronunciation.

### 8.3 Analysis of the students' recordings and discussion

Most of students' mistakes in recordings are a result of the negative impact of Arabic orthography on the foreign language since, in Arabic, students pronounce the word as they spell it. In other words, the non-correspondence confuses the students in pronouncing a lot of words. In general, the pronunciation problems of the same difficult vowels appear in the students' recordings. Some monophthongs, namely /ɔ:, ɒ, ɜ:/ which do not exist in Arabic, students' mother tongue, are problematic for them. Further, the diphthongs /eə, ɪə, eɪ, əʊ/ are difficult to recognize correctly by students. Again, all triphthongs are often difficult for students since their mother tongue has no triphthongs in addition to their being complicated. The students' problems of pronunciation can be assigned to some reason such as the wrong learning of the pronunciation of some words since school and the feeling of embarrassment and shyness while recording the sentences. These errors, among many factors, reflect the influence of the sound system of the mother tongue on English pronunciation. However, not all students' recordings are bad. There are some good recordings

where the fluency of speech and the good accent appear clearly.

## **9. Summary of the findings**

This study has investigated the difficulty that students encounter in pronouncing English, in general, and vowels, in particular. The hypothesis proposed in this study was that the difference between the native language and the target language has negative effects on pronunciation. The results of this study support the credibility of the hypothesis. Besides, when students learn a foreign language, which is different from their native language regarding the phonological system, a contrastive study should be conducted. The main purpose of drawing a comparison between the two languages is to teach students the similarities and differences between them. Absolutely, the similarities facilitate the process of learning in contrast to the differences which hinder this process.

Concerning EA, the findings of the pronunciation test and recordings showed various errors made by the students. These actual errors help us determine the sources of students' weakness, and here lies the main role of error analysis. It helps teachers and even researchers know



what kind of problems students encounter, and what the suitable solutions required for handling them are.

Moreover, concerning how the poor knowledge of the phonetic symbols affects students' pronunciation, students' transcriptions are bad in general. Their errors are various. Some of them are a result of poor knowledge of phonetic symbols and some are due to adhering to the literal spelling of words when pronouncing them which leads to incorrect pronunciation and, hence, incorrect transcription, even if the student knows the phonetic symbols. Besides, according to the findings of the recordings, the students' frequent errors in pronunciation are a result of previous learning of the wrong pronunciation of some words. Subsequently, they are accustomed to repeat their errors of pronunciation due to the absence of necessary phonetic knowledge, which could have corrected their errors and improved their pronunciation throughout checking the correct pronunciation of words in the dictionary. Through the previous findings, the importance of the knowledge of phonetic symbols is clarified.

Furthermore, it is evident that, listening to English highly improves the skill of pronunciation, but what should still be mentioned is what O'Conner (1980) talks about in his

important book "Better English Pronunciation". It is significant to practice what you hear aloud because there is no advantage of listening to English and repeating it inside yourself silently. Practising English should be aloud with concentration on each individual sound within a word.

Finally, here are some solutions to overcome these difficulties of pronouncing vowels. the solutions include the emphasis on making all English skills have enough attention together in the syllabus, the existence of a course of conversation at school and university, focusing on the differences between the vowels of the two languages in order to clarify the ones that do not exist in Arabic, and focusing on practical exercises which help students to understand and pronounce vowels correctly.

## **10. Pedagogical implications**

### **10.1 The importance of learning pronunciation at an early stage of life.**

As Asher & García, (1969, p. 335) argue: "something in the early development of the child maximizes the probability that the younger the human organism when he is exposed to a language, the greater the probability that the individual will acquire the native pronunciation". So,

mastering the English pronunciation is somehow difficult for adults. The main reason behind this difficulty is the acquisition of the habits of the mother tongue which become so strong to break. Indeed, the exposure to the foreign language from an early school age facilitates the process of acquisition of the language. This means students should be surrounded by the new language and exposed to it frequently through increasing the number of English courses and focusing on speaking English in classes. These motivate students' minds for learning the English pronunciation faster (Vilke, 1988).

### **10.2 Suggestions to be a successful teacher.**

To be a successful teacher requires a mixture of a good background of content and theoretical knowledge, instructional strategies, and practical classroom skills. However, the following suggestions can make a clear change in the educational curriculum:

1. There should be such a training course that concentrates on English conversation. Permission for teaching should be granted according to a standardized exam.
2. The teacher should be positive and enthusiastic. Moreover, teachers need to be flexible with their

students due to the various levels of education in class.

3. Teachers should be up-to-date if they want to teach their students in an effective way.
4. Using the hypothesis of the contrastive study and error analysis is highly recommended due to their huge benefits for teaching a foreign language.

### **11. Recommendations for further research**

1. This study is concerned with the difficulties of all types of vowels in general, but further research may deal with one type of vowels thoroughly.
2. The same study can be applied to third-year students of English to investigate how students' pronunciation skill improved after two years of studying the phonetics and phonology course.
3. It is highly recommended that the phonetic study expands to cover the difficulties of pronouncing consonants, too.
4. The study may contribute to shedding light on English teachers' pronunciation problems. Because, in fact, there is not enough attention paid to improving conversation and fluent pronunciation of English students even after graduation. This leads to a weak

generation of English teachers, which consequently, leads to such a weak generation of students.

5. Indeed, this study can also be applied to students of other disciplines who do not study phonetics and phonology in order to investigate their ability of pronouncing vowels correctly without studying the IPA chart.

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