Major Differences between Arabic and English Pronunciation Systems: A Contrastive Analysis Study

Hadeel Mohammad Ashour

M.A in English Methodology and Curricula

PhD Student at Al-Madinah international university/ Malaysia

Abstract:

This study aims to make a contrastive analysis between Arabic and English pronunciations systems based on document collections. It also shows the most problematic areas that Arabs suffer from when learning English. Based on the fact that English has its own pronunciation system that differs from the Arabic one, it is found that English is a stress-timed language while Arabic is a syllable –timed language. This major distinctive feature affects Arabs production of English stress. Moreover, Arabs face problems in distinguishing between some consonants sounds as /p/ and /b/. In addition, they find difficulties to pronounce words that contain consonant clysters. Finally, practical recommendations are provided to help Arab learners to overcome such problems.

Key words: Contrastive analysis, stress-time language, syllable-time language, consonant clysters

Introduction:

Although languages of the world may have universal features in common, they are different from each other. Each language has its own linguistic system. That is to say that each language has its own semantic, grammar, morphology, phonetics, phonology and syntax.

This study compares between two languages: Arabic and English. Both languages are totally different. “English is a West Germanic language related to Dutch, Frisian and German with a significant amount of vocabulary from French, Latin, Greek and many other languages Approximately 341 million people speak English as a native language and a further 267 million speak it as a second language in over 104 countries including the UK, Ireland,

USA, Canada, Australia, New Zealand, South Africa, American Samoa, Andorra, Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, Botswana, British Indian Ocean Territory, British Virgin Islands, Brunei, Cameroon, Canada, Cayman Islands, Cook Islands and Denmark" (Javed,2013).

On the other hand, Arabic is one of the Semitic languages. It is read and written from right to left. Arabic includes the Modern standard Arabic that derived from the Holy Quran and also the spoken Arabic varieties that is spoken across the Middle East and North Africa. Moreover, it is important to mention that English alphabets are just 26 letters. But, they usually make about 44 sounds. These sounds are (24) consonants and (20) vowels: 6 short vowels, 6 long vowels and 8 diphthongs. That is to say that each letter could have more than one sound which make it so difficult for the Arabic learners of English to guess the correct pronunciation of such sounds according the phonological context those sounds take place in. Especially, when it is recognized that in Arabic you write down just the same as you say or pronounce.

In addition, Arabic is an inflectional language that means that it consists of complex morphology. Javed (2013) mentioned that Arabic has ""root-and-pattern" morphology: A root consists of a set of bare consonants (usually three), which are fitted into a discontinuous pattern to form words".

On contrary, English is a derivational language. That is to say that adding certain affixes (prefixes and suffixes) contributes to the change of the word family the way it effects not only its position in the written context, but also how it is pronounced.

Accordingly, one can notice that English and Arabic are vary in many aspects. One of these aspects is pronunciation. This leads the researcher to specify this paper to discuss the major differences and similarities between English and Arabic pronunciation systems and how the differences cause some sort of

problems for Arabs when learning English or vice versa.

1. Arabic and English individual sounds:

1.1 Arabic vowels:

ɔ:mans/ so in the first word they used the long form instead of short form, in the second As in the case of English, there are two types of vowels in the Arabic language: pure vowels and also called (monophthong) while the other type is named diphthongs. Monophthong are six vowels: three long (a:, i: , u:) and the other three are short (a, i, u), they are also called diacritics. While, diphthongs are two: /aj/ and /aw/.

According to (Fatihi, 2001) in Salameh and Abu-Melhim (2014) in Hago & Khan (2015) , "the Arabic vowels are categorized into short and long vowels. Short vowels are further divided into: *fatha: kasra and damma. Fatha is* indicated by a small diagonal stroke above the preceding consonantal speech sound. Kasra is the similar stroke below the consonantal speech sound. Damma is like a miniature 'waw' above the preceding consonantal speech sound e.g. short vowels "i, u, a" and long vowels 'i:, u:, a:"'.

Regarding the /a, a:/ sound, it can be pronounced soft or hard according to the consonant that precedes it. If /a/ is preceded with hard Arabic consonants / x, sʕ, dʕ, tʕ, ɣ, q, ðʕ/, it is retracted to [ɑ] while it is advanced to [æ] when it is preceded with a soft consonant. For example, the differences in pronouncing the /a:/ sound in /al ħæqa / الحاقة and /as-sʕɑliħi:n/ الصالحين . Those two examples are from the Holy Quran.

As for /i, i:, u, u:/, two are long / i: , u:/ and two are short /i , u/. Javed (2013) clarifies that "Across North Africa and West Asia, /i/ may have other values: ([I] or [i) and /u/ may have other values: ([u] Sometimes with one value for each vowel in both short and long lengths or two

different values for each short and long lengths." He also adds that in Egypt, close vowels have different values; short initial or medial: [e], [o] ← instead of /i, u/. Unstressed final long /-aː, -iː, -uː/ are most often shortened or reduced: /-aː/ → [-æ] or [-ɑ], /-iː/ → /-i/, /-uː/ → [-o~u]."

Using those long vowels in the place of the other short ones can cause a big problem and threat intelligibility because as cited in Hago & Khan (2015) vowel sound duration is phonemic in Arabic language. So, learners of Arabic should take care with the vowels in the words they pronounce whether they are short or long in order not to be misunderstood.

Some examples mentioned in Javed(2013) :

vowels short long

I عِدْ /ʕidd/ promise عِيدِ /ʕiːd/ feast

u عُدْ /ʕudd/ come back! عُودُ /ʕuːd/ lute

a عَدَ /ʕadd/ counted عَادَ /ʕaːd/ came back

aj يِنْعَ /ʕajn/ eye

aw وَدْ عَ /ʕawd/ return

It is important to mention that despite their few numbers, vowels are essential in Arabic language because Arabs could not pronounce two consonants followed each other without breaking them with a vowel. This is because there is a rule in Arabic sound system that Arabs never start with sounds with pausing diacritic and never stop their speech on a vowel. Later on in this paper consonant cluster will be discussed in more details.

1.2. English vowels:

As mentioned previously, English vowels are (20): 6 short vowels, 6 long vowels (they are also called monophthongs) and 8 diphthongs. All English vowels are voiced.

- ✓ **Long vowels are :**

i: as in Key

e: as in care

ɑ: as in car

Ɔ: as in thought

u: blue

ɜ: turn

- ✓ **Short vowels:**

I as in hit

ʊ as in foot

Λ as in but

ɒ as in lot

ə as in about

e as in pen

æ as in hat

- ✓ **Diphthongs:**

eI as in face

aI as in price

ɔI as in choice

əʊ as in boat

aʊ as in cow

Iə as in near

eə as in fair

ʊə as in tour

Three factors contribute to the production of the English vowels in addition to being long or short. These factors are: the position of the tongue (high, mid, low), the part of the tongue involved while producing them (front, back) and the lip position (round, neutral and unrounded).

Roach (2011) describes the production of vowels as follows: "Vowels are the class of sound which makes the least obstruction to the flow of air. They are almost always found at the centre of a syllable, and it is rare to find any sound other than a vowel which is able to stand alone as a whole syllable. In phonetic terms, each vowel has a number of properties that distinguish it from other vowels. These include the shape of the lips, which may be rounded (as for an u: vowel), neutral (as for ə) or spread. Secondly, the front, the middle or the back of the tongue may be raised, giving different vowel qualities: the BBC a vowel ('cat') is a front vowel, while the ɑ: of 'cart' is a back vowel. The tongue (and the lower jaw) may be

raised close to the roof of the mouth, or the tongue may be left low in the mouth with the jaw comparatively open".

Differences in numbers between Arabic and English vowels mean that there are some vowel sounds that exist in English but not found in Arabic. These vowels, as (Waengler 2009) in Hago & Khan (2015) says, present the greatest problems in articulation and perception by Arabic-speakers: these vowels are [e], [ɔ], and [ʌ].

"The distinction between specific vowels, especially open, lax, short vowels such as /ɪ/, /ɜ/, and /ʊ/ will be problematic for the Arabic speakers. According to Power (2003), the /ɪ/ vowel be lengthened and lowered to /e/, whereas /ɜ/ may be produced as /i/ or /æ/" (as cited in Hago & Khan (2015)) .

Hassan (2014) noticed that Sudanese students have problems in the pronunciation of some English vowels e.g. here are some words and how the students pronounce them next to each word (service /servais/, document /dɔcument/, 'women' /wumen/, 'obstacle' /ɔbsteikl/, 'performance' /pə:fword they used /u/ instead of/ju/, in the word women they used /u/ instead of /i/ in the word 'performance' they pronounced it with long vowel /ə:/ instead of short one /ə/.

To sum up, in vowels, two types of difficulty are identified. First, certain diphthongs are replaced by other sounds due to L1 interference for example, /eə/ becomes /eɪ/; /ʊə/ becomes /u:/; /ɪə/ becomes /iː/; and /aʊ/ becomes /ɔː/. Second, beside the errors that mentioned previously, the distinctions between certain pairs of vowels as in /ɪ/ and /e/ as in 'sit' and 'set'; /ʌ/ and /ɒ/ as in 'luck' and 'lock'; /ɔː/ as in 'coat' and 'caught'. (Kharma and Hajjaj (1989) in Hago & Khan (2015)).

1.3. Arabic consonants:

According to Shehata(2015) , "comparing the consonantal systems

of English and MSA(Modern Standard Arabic) shows a numbers of differences between the two languages. For example, English consists of 24 consonantal phonemes: six stops (/p/, /b/, /t/, /d/, /k/ and /g/), nine fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/), two affricates (/tʃ/ and /dʒ/), three nasals (/m/, /n/, and /ŋ/), two liquids (/l/ and /ɹ/) and two semi vowels (/w/ and /j/). On the other hand, Arabic has 28 consonants that include eight stops (/b/, /t/, /d/, /tˤ/, /dˤ/, /k/, /q/, and /ʔ/), 13 fricatives (/f/, /θ/, /ð/, /ðˤ/, /s/, /sˤ/, /z/, /ʃ/, /x/, /ɣ/, /ħ/, /ʕ/, and /h/), one affricate /dʒ/), two nasals (/m/ and /n/), one lateral (/l/), one trill (/ɹ/), and two semi-vowels (/w/ and /j/) (cf. Watson, 2002 as cited in Shehata(2015)). Furthermore, there are 9 consonants that exist in Arabic but have no equivalents in English (i.e., /tˤ/, /dˤ/, /ðˤ/, /sˤ/, /χ/, /ɣ/ /q/, /ħ/, and /ʕ/)".

Also, there are "some English consonants that do not exist in the Arabic sound system like /p/, /tʃ/, /dʒ/, /ʃ/, /ŋ/, and /v/. Zarka (2013) shows that Arabs pronounce /v/ as /f/ as in: "*It is a fery nice fillage*" because Arabic does not exhibit the phoneme /v/. and also the case of /p/, Arabs compensate it with the voiceless /b/.

Moreover, although /t/ and /k/ are consonants, which seem to be similar to those Arabic consonants /t/ or /k/, they are not identical. They are different in manner and in place of articulation" ((Majeed, 1999) in Hago & Khan (2015) .

Hago & Khan (2015) gives an example for this case. He explains that "English /t/ is an alveolar and aspirated in word initial position followed by a vowel like tea /ti:/ whereas the Arabic /t/ is dental and non-aspirated in the same word position like in /ti:n/ (fig)". Another example he gives related to the phoneme /r/ despite its existence in both languages: while Arabic /r/ is an alveolar trill, the English /r/ is a frictionless retroflex continuant).

Hago & Khan (2015) also clarifies that although /n/ and /ŋ/ exist in Arabic, /ŋ/ never occurs at the end of a word in Arabic, thus, Arabic speakers have a tendency to add /k/ to the end of words that end in /ŋ/, such as [baɪɪŋk] for 'buying' or [sɪŋk] for 'sing'.

The following is the chart of Arabic consonant as cited in Zarka(2013) :

ARABIC	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	b		t d				k	q		ʔ
Nasal	m			n						
Fricative		f	θ ð	s z						
Affricative										
Trill				r						
Approximant										
Lateral Approximant										

1.4. English consonants:

English consonants are 24 sounds. These sounds can be described according to their place and manner of articulation and whether they are voiced on voiceless.

According to Forel, C. & Genoveva, P. (2005), “Consonants are often classified by being given a so-called VPM-label. VPM stands for Voicing, Place and Manner: voicing means that the vocal folds are used; if they are not, the sound is voiceless ... - place of articulation is the place where the air flow will be more or less obstructed. - manner is concerned with the nature of the obstruction”.

The following chart shows the place and manner of articulation of English consonants:

THE INTERNATIONAL PHONETIC ALPHABE

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal
Plosive	p b			t d		ʈ ɖ	c ɟ
Nasal	m	ɱ		n		ɳ	ɲ
Trill	ʙ			r			
Tap or Flap		ⱱ		ɾ		ɽ	
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ
Lateral fricative				ɬ ɮ			
Approximant		ʋ		ɹ		ɻ	j
Lateral approximant				l		ɭ	ʎ

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas de

The chart is taken from the official website of the IPA association. https://www.internationalphoneticassociation.org/ https://www.internationalphoneticassociation.org/sites/default/files/IPA_Kiel_2015.pdf

1.5. Consonant Cluster:

Although the number of consonants in Arabic is more than that in English,

Arabic does not use consonant cluster. According to (Majeed, 1999) in Hago & Khan (2015) , "Arabic is a consonant-heavy language compared to English. Even though Arabic is a consonant-heavy language, English use many more consonant clusters to form words".

"Consonant clusters refer to phoneme groupings, not alphabet letters. There is no initial consonant cluster allowed in Classical Arabic and no syllable begins with a vowel" (Emad, (2010) in Hago & Khan (2015)). The maximum number of consonants allowed initially in the English syllables is three while the maximum number of consonants allowed finally in the syllable is four. For this, consonant clusters considered a problematic area for Arabs when learning English pronunciation. To solve the problem, Arabs usually insert a vowel in between the cluster to ease the pronunciation of them. This insertion also occurs at the beginning of the cluster in case of these phonemes cluster: /sp/, /gr/, /spl/, and /str/

1.6. Arabic realization of some English consonants according to the dialects varieties:

It is assumed that there are consistent differences between Classic Standard Arabic and English and so it is supposed that all Arabs encounter the same difficulties when learning English pronunciation. In fact, not all the Arabs are same regarding the problems they found when learning English. This comes from the varieties in Arabic dialects. The following examples clarify the idea:

Speakers from Egypt are having these difficulties with /dʒ/ and /ð/. In modern spoken varieties of Egyptian Arabic, /dʒ/ replaces by /ʒ/, such as "job" and "jam" would respectively sound like [ʒab] and [ʒæm]. The other problem was the consonant sound /ð/. This sound replaces by its plosive equivalent /d/. Consequently, words such as 'their', 'they', 'then', and 'though', would respectively sound like 'dare,' 'day,' 'den,' and 'dough'. (Val

Barros, 2003 in Hago & Khan (2015)).

Hassan (2014) noticed that Sudanese students "have some errors with some consonants that do not exist in Sudanese Spoken Arabic e.g. /θ ð p v/ so they replace them with /s z b f/. He clarifies that they don't differentiate between (s-sound and θ -sound) so they usually use /s/ instead of /θ/ e.g. (bath, math, theatre) will be pronounced (bas, mas, seatre) by replacing the dental /θ/ with the alveolar /s/. They also have some mistakes with other fricatives (z and ð) they replace the dental ð with the alveolar z, so words like (the, weather, then) are pronounced with /z/ instead of /ð/ as (za, weazer, zen). Also Sudanese as other Arabs replace bilabials (b and p) with each other. So they usually use /b/ instead of /p/ and in very few cases /p/ instead of /b/ for instance words like (pupil, paper, apple) they pronounce them as /bju:bl/, /beibə/, /æbl/.

It is important to mention that there are other Arabic consonants that are vary in its pronunciation among Arabs according to their dialect. These different versions to the consonant phoneme are called allophones. The following are examples:

- /dʒ/ is pronounced /j/ in al-Kuwait. / ridʒæl (man) is pronounced rijæl/
- /q/ is pronounced /ʔ/ in modern dialects in Syria, Lebanon, Palestine and Jordan. or /ʒ/ in Libya and Egypt or /ɣ/ in Sudan or /k/ in west bank in Palestine or /q/ in Algeria. Accordingly, /qæl/ (say), for example is pronounced: /ʔæl, ʒæ|, ɣæl, kæl, or remain qæl / respectively.
- /ðʕ/ is pronounced /dʕ/ in some Jordanian dialects, e.g., / nəðʕi:f/(clean) is pronounced / nədʕi:f/.
- /Ɵ/ is pronounced /t/ in some Palestinian dialects or /s/ in Egypt and Sudan / miƟæl

(example) is pronounced /mitæl/ and /misæl/ respectively.

- /ð/ is pronounced /dʕ/ or /ðʕ/ in some Palestinian and Jordanian dialects. For example: /hæðæ/ (this) is pronounced whether /hædʕæ/ or //hæðʕæ/ according to the area.

2. A brief contrastive analysis between Arabic and English Stress systems

Stress is there in both languages: Arabic and English. But, it is apparent that the nature of stress in Arabic is totally different from that in English. Moreover, it is believed that the importance of stress in Arabic is not as its importance in English. In English, stress plays a crucial role in determining not only the utterances meaning but also their grammatical class. While in Arabic, stress has nothing to do with changing meaning or grammar. It is only used to emphasize the meaning of the stressed utterance. In short, English stress is phonemic while Arabic stress is non-phonemic. English and Arabic stress differ in their rules. For instance, Arabic stress rules refer to the edge of the word (either the beginning or the end). While in English, Marlett (2001) showed that some stress rules refer to initial syllables, others to final and others to penultimate (next to last) among other positions.

This section exhibits a brief contrastive analysis between Arabic and English stress systems. The analysis focuses on the following:

1. Stress Rules predictability and its effect on stress placement.
2. Similarities and differences in English and Arabic sentence stress.
3. The difference in the rhythmic pattern in Arabic and English.

2.1. Stress rules Predictability and its effect on stress placement:

It is assumed that languages with predictable rules of stress influence negatively on the perception and production of other languages stress. This can easily be concluded through the found generalization

that made based on the mother-tongue rules. Regarding to this idea, Hajjaj and Kharma (1997:24) reported: When a person speaks a foreign language, he tends to place the stress according to the rules of his own language. This is what we mean when we say that somebody speaks with a foreign or heavy accent. Here, Arabic is one of those languages that have clear and predictable rules for stress while English have not. Hajjaj and Kharma (1997: 24) stated: it used to be thought that stress patterns in English are unpredictable, and that there are no rules that can be learnt and applied to learners. Now such rules have been discovered, but many of them have proved to be more complicated to be useful for pedagogical purposes. However, when Arab learners tend to learn English stress, Kenworthy (1987: 125) illustrated that they tend to transfer three of their mother-tongue habits to English:

1. Learners put stress on the final syllable of English words ending in a vowel followed by two consonants, as in difficult, comfort, and expert.
2. A tendency in Learners to place stress on endings such as:-est, -ism, less and -ness, This is because these endings formulated from a vowel and two successor consonants
3. Learners put stress on the last syllable at a word ending a diphthong or a long vowel plus a single consonant, as in .irritate, gratitude, and institute.

Thus, it is shown that because of the predictable nature of stress on Arabic, Arabs tend to apply the rules of their language when learning the stress of English. According to Altmann (2006:135) study that he conducted to distinguish the perception and production of stress

between language with predictable and non-predictable stress, it is found that Arabic speakers experienced greater difficulty in the perception of stress than speakers of the other two languages (French and Turkish) with predictable stress, and of course, the speakers of other languages as well. Actually, Arabs were the worst among those asked to produce the English stress in the experiment.

2.2 Similarities and differences between English and Arabic sentence stress.

Sentence stress is of two types: emphatic and contrastive stress. According to Kenworthy (1987: 124), sentence stress in Arabic is similar to that in English. He shows that content words are usually stressed and grammatical or function words are usually unstressed. However, it is shown that Arabic sentence stress differs from English in two points:

1. Function words in Arabic do not have two forms- vowels in words in unstressed position keep their full value, unlike vowels in unstressed words in English which are reduced to schwa. The following example taken from Hajjaj and Kharma (1997: 29) illustrated this idea: The sentence: Today I want to show you the anatomy of a house is pronounced:\'tu: deɪ 'ʔaɪ 'wɒnt 'tu: 'ʃəʊ jʊ: 'ðiː 'ʔænætɒmi: 'ʔɒv 'ʔel 'hɔːs\, instead of \tə 'deɪə 'wɒnt tə 'ʃəʊ jə ðiːə'nætəmɪ əv ə'hɔːs\.
2. Verb phrases do not occur in Arabic while English has these verb phases: can do, have done, should have done, ...

Kenworthy (1987: 124) explained that these two differences between English and Arabic may cause the following errors in Arabs production of sentence stress:

1. Use of full form of pronouns. The learner sounds as if he

or she is making a contrast when this is not the intention.

2. Use of full forms of auxiliary verbs when the weak form should be used. (I can do it instead of I can (kən) do it.). It will sound as if the speaker is protesting or denying a previous statement (I can do it even though you say I can't). When this meaning is not intended. On the other hand, contrastive stress is not used in Arabic. So, Arabs will be unfamiliar with the use of stress to show contrast as in English. As a matter of fact, .in order to show contrast, Arabic uses word order (the relevant word or phases is moved to the beginning of the sentence). Kenworthy (1987: 124).

2.3 The differences in the rhythmic patterns in Arabic and English:

Arabs usually pronounce English with an Arabic accent. Why?

This emerges from the fact that Arabic has a syllable-time rhythm unlike English which has a stress-time rhythm. In other words, in Arabic it is found that the time is taken to produce each syllable whether stressed or unstressed is the same. Whereas in English, it takes longer time to produce the stressed syllable than the unstressed one. According to Hajjaj and Kharma (1997: 28), Arabs fail to adopt the stress-timed rhythm of English. .This leads to all words in a sentence to be stressed irrespective of their context, nature or importance, including the function words, which are invariably unstressed in spoken English. Hajjaj and Kharma (1997: 28). The following example taken from Hajjaj and Kharma (1997:29) clarifies the idea:

\'hɪ: 'wen tə 'skuːl\ He went to school becomes

\'hɪ: 'went 'tuː 'skuːl\

To conclude, Arabic differs from English in two ways. Firstly, Arabic stress rules are predictable. Moreover, they consider to be non-phonemic. This means that stress in Arabic does not change either the meaning or the grammar of the utterance. While, English stress rules are non-predictable. Arabs could not predict which syllables should be stressed in the utterance. Additionally, misplacing stress in the utterance contribute to the change of meaning and grammar of utterance. Secondary, it is found that Arabic is syllable-timed language. That is to say that Arabs take the same time to produce each syllable whether is stressed or not. While, English is stress-timed language. Native speakers need longer time to produce the stressed syllables than the unstressed one. This leads us to conclude that the difficulties that Arabs may face when learning stress emerge from the fact that both languages: Arabic and English vary in their stress systems.

Conclusion:

Thus, when looking deeply in both Arabic and English pronunciation systems, the following differences will be found:

1. English vowels are more than the Arabic ones in numbers. They are 20 vowels: 6 long, 6 short and 8 diphthongs, while Arabic vowels are only 8: 3 short, 3 long and 2 diphthongs.
2. Duration in pronouncing vowels are phonemic in Arabic. That is to say, pronouncing the words once with short or another with long vowels can change the meaning of this word.
3. In Arabic, “there are three underlying syllables in MSA: CV, CVC and CVV and two syllables CVVC and CVCC that appear only in surface phonetic forms such as at pause or following other phonological processes” as cited in

Zarka(2013). Never to find two consonants cluster in the syllable initial position.

4. Vowels in Arabic cannot stand by itself alone as a syllable.
5. Consonants cluster are found in English but not in Arabic. In English, the maximum number of consonants allowed initially is three while the maximum number of consonants allowed finally in the syllable is four.
6. Syllable takes different patterns in English: V , VC, CVC, CCVC, CCVCC, CCCVC ,CVCCCC.
7. Differences between Arabic and English consonant systems emerge from the fact that there are some sounds found in English but are not exist in Arabic. E.g. / p, v, tʃ .This leads Arab learners to exchange these sounds with others from their own language that have almost similar place and manner of articulation.
8. Difficulties faced by Arabs who are learning English differ from one to another according to the dialect that the learner speaks.
9. Arabic stress rules are predictable while English ones are not. Arabs could not predict which syllables should be stressed in the English utterance.
10. Arabic stress is non-phonemic. This means that stress in Arabic does not change either the meaning or the grammar of the utterance.
11. Misplacing English stress in the utterance contributes to the change of meaning and grammar of utterance.
12. Arabic is syllable-timed language while English is stress-timed language. That is to say that Arabs take the same time to produce each syllable whether is stressed or not. While, native speakers of English need longer time to produce the stressed syllables than the unstressed.

Recommendations:

In the light of the main differences found between Arabic and English pronunciation systems, the researcher found out some recommendations for teachers, students and ministry of education Stakeholders in order to overcome the expected problems and difficulties that may come up as a result.

A. Teachers:

The researcher recommends teachers to:

1. Pay their students' attention to the main differences between English and Arabic pronunciation systems especially for those sounds that do not exist in their mother tongue language.
2. Arouse students' awareness of the differences between their mother tongue rules of stress and English stress rules. This enables them to avoid inferring from their L1 when learning English stress.
3. Expose students to different authentic listening materials to give them the opportunity to listen to native speaker's accent.
4. Inform their students how to pronounce the new vowels and consonants. And then, have students to practice pronouncing them
5. Inform their students how different types of stress are produced. And then, have students to practice producing them.
6. Have sessions with native speakers in which learners are totally immersed in English.

B. Students:

The researcher recommends students with the following:

1. Whenever you come across a new word, you should check how to pronounce it in a monolingual dictionary.
2. Have conversations classes with a native speaker of English.
3. Students should make dialogues in the class with the help of the teacher.
4. Listen carefully and intensively to the pronunciations of native speakers through BBC, CNN, Voice of America, Drama, Novels and other types of multimedia.

5. Consult your teacher when having any kind of difficulties regarding English sounds or stress.

C. Ministry of education Stakeholders:

Stakeholders are recommended to:

1. Provide teachers with training courses on Phonetics.
2. Invite Native English Teachers to give these courses to teachers.
3. Activate technological learning through offering language labs, phonetic labs computer labs and other facilities that give students the opportunity to practice producing the English pronunciation system.

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