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Pronunciation as a Stumbling Block for the Saudi English Learners: An Analysis of the Problems and Some Remedies

Paikar Fatima Mazhar Hameed
Qassim University, KSA

Mohammed Shariq Aslam
Qassim University, KSA

Abstract—Pronunciation is an area of L2 learning that has long been relegated to the status of secondary skill. However, it is a mistaken belief or wrong notion that correct pronunciation plays little role in communication. It is observed that in many cases, mispronunciation leads to unintelligibility of speech and/or misinterpretation of the message/information: a barrier to communication. This premise prompted the researchers to study the difficulty in pronunciation experienced by Saudi students. This paper is also an attempt at exploring the pronunciation problems faced by the Saudi students of English and aims to propound possible remedial measures. The researchers have included students enrolled in the English departments and their teachers at two universities in Saudi Arabia. Primary data was collected from the students and their teachers using surveys, interviews, and classroom observation of students' presentations. The study made some suggestions regarding materials that can help rectify the pronunciation of English among Saudi learners of English.

Index Terms—globalization, English, communication, pronunciation, foreign teachers

I. INTRODUCTION

It is ironical that though the Great Britain was abhorred by three fourths of the world that lay under its imperialistic subjugation, the **lingua franca** of the conqueror became a symbol of **prestige, power, and status** for its subjects. So deep and vast was this influence that though the sun did set on the British Empire one day, it is still shining bright on its language. Little could the British rulers have imagined that the language they were propagating in their empires to create cheap work force would one day become an **instrument of challenge** in their face. International compulsions of economy coupled with the position of the United States of America as the leader of the computer revolution only added to the pristine value of English as a **communication thread** that no nationality could ignore. Vast reserves of knowledge in the fields of technology, engineering, medicine, to name a few, were all available only in English till a few decades ago. Undeniably, English was destined to be the international language of communication. Today the reality is that the use of English the world over benefits people, facilitates trade and commerce, and makes possible the movement of people for diverse purposes including tourism and education.

Language is also a means of **socialization**, and it is this that binds human beings in a common thread as one race with similar needs and aspirations. It is also true that the members of this race naturally seek company of their fellow human beings: this is an instinct with them. This is where the urge for forming groups and an institution, both formal and informal, comes from. Thus language is liable to become a **carrier** of social practices, mores, values, taboos, customs and rites and many other features that characterize a culture. These and many other fears not quoted here for want of space caused cultural blocks against teaching-learning of English in Saudi Arabia in the decades prior to 1970s. But today, English is the only 'Foreign Language' to which students are exposed here. There is greater realization that cultural safeguards may be zealously provided but the spread of English may not be constrained; its learning and wider usage may rather be encouraged. This is where the efforts of the **rulers of the Kingdom of Saudi Arabia** stand out: their efforts have been single mindedly directed at enabling the country to catch up with the world at all levels of interaction.

Rao (2002), as cited in Alfallaj (2013), states that those students in Saudi Arabia who had studied English for a number of years had gained in terms of knowledge of grammar and vocabulary; they were able to read the language well and proved their proficiency by scoring well in English in the examinations. Rao says in the same breath that these students though, lacked as far as the listening/speaking of English was concerned. They needed **proper training** in these two skills by a trained/proficient teacher. He further observes that these students were not able to use English for dialogues, conversations and discussions inside and outside campus; they lacked the ability to use English language as their daily life's communication medium.

In the Middle East, Arabic is the **primary language of communication**: from hearth to market and within diverse groups and institutions. This is despite the fact that English language finds a place in the curriculum and syllabus at both

elementary and secondary stages in schools and colleges in most of the Arab countries including Saudi Arabia. Various studies have also been conducted in educational institutions in Saudi Arabia to bring out the real status of English language teaching and learning. Unanimously, they have highlighted **learning blocks** that have given birth to an aversion, and even outright contempt among the learners towards L2 learning; the cause, as they outline, is **pronunciation difficulties**. Some of these are certainly valid and worthy of analysis. Let us first look at a few relevant studies that have dealt with pronunciation issues among learners in Saudi colleges and universities.

II. LITERATURE REVIEW

Jalal Ahmad and Mohammad Nazim (2014) conducted a study at Najran University to find out the causes of errors made by learners of English as a Foreign Language (EFL) in pronouncing English words. The authors arrived at certain reasons why there is a need to learn English as an FL/ L2 in Saudi Arabia. The main reasons given are: (i) Globalization catching up as a new concept for ushering in free trade and, thereby, integrating all national economies into one comprehensive and dependable world economy; (ii) The whole world witnessing business relations among nations for which not only diverse approaches and strategies are used but also an increasing accent is pressed to facilitate trade and services to create a mutually dependable world society as a single unit through collaboration and cooperation; (iii) The world becoming a global village that needs uniformity of laws, rules and supporting infrastructure. (iv) Social situation/conditions rapidly changing, necessitating, rather demanding, a warm welcome to English language learning as it would benefit all states alongside **preserving sovereignty** of each participating state.

With respect to the support systems prevalent in KSA for the promotion of English language, more particularly pronunciation, Jalal Ahmad and Mohammad Nazim have observed that: (i) The Saudi Government has been allocating state revenues liberally in an effort to **promote** and **encourage** students and Saudi Arabic-speaking English teachers to learn English language in a proper manner; (ii) The Saudi Government has been following a policy of hiring the services of foreign, competent, committed and qualified English teachers to facilitate and promote learning of English language by the Saudi students; (iii) The Saudi Government has been sending its students abroad on **scholarships** to enable them to learn English language with proper/appropriate pronunciation; (iv) The Saudi Government is actively using mass media and other channels for bringing back into the fold of English education the youth who had for various reasons and compulsions, given up on education altogether. They realize fully well that development and progress can touch the masses only with the spread of education in general and English in particular.

Here it would be wise to note the observations highlighted by Jalal Ahmad and Mohammad Nazim:

English and Arabic belong to two different language groups: while the former falls under the Indo European group of languages, the latter comes under the Semitic group. It is a given that they would be different in nature. In fact, like two languages which belong from different groups are non identical in many ways, there are some fundamental divergence at the level of graphic patterns, sound levels, accent, pronunciation, speech pattern, and style of formation, articles, case and its orthographic systems. Arabic text is read and written from right to left and based on cursive script, while English has entirely different pattern which follows from left to right. Therefore it is but natural to expect learning difficulties for the Arabic learners of English or vice versa. However, none of these is an impossibility to overcome as these are learning barriers encountered by all foreign or second language learners, not just of English but of any language for that matter!

The speakers of English and Arabic languages are **culturally different**. These languages evolved and developed in different regions/areas and the people who contributed to such evolution and further development lived their life in their individual styles. Language-experts have opined that a language is a living and complicated phenomenon.

The learners of English language in the Arab world, Saudi Arabia included, display a keenness for acquiring English language proficiency because they believe that this would enable them to undergo the much sought after socialization process in the emerging global context, and help them reach out to people/groups beyond their local group. English is thus considered in the changing scenario an enabling factor to join the club of 'sophisticated people'. Even so, the Arab learners of English are still shackled by strong cultural influence that is likely to prove a barrier in the learning process for a majority of them.

Much like their counterparts elsewhere in the world, the young generation of Saudis firmly believes that English language is an essential element to achieve power and prestige. The pragmatic aims of the English language learners are directed towards maximizing their ability to be part of the multi-lingual and multi-cultural societies. In fact, there are English language learners, and many others too, who treat English language as a **facilitating factor** for expanding business, commerce, industry and, of course, contributing towards economic progress through global participation in the international market.

Arab students learning English are confronted with many difficulties in learning this language as there are fundamental differences between their mother tongue and English: the two belong to diverse language families. Whereas Arabic belongs to the Semitic group of languages, English is classified as Indo European. Their dilemma is heightened by the deep seated **prejudices** internalized by them against English. That, of course, is the field of the social scientists to explore. We may enumerate here, though, the differences between the two languages that pose a major challenge for the Arab learners. There is no place for capitalization in the Arabic language as is the convention in English. The punctuation rules in Arabic are quite different from those in English. Sofer and Raims (2002) have said of

Arabic language, "It has no distinction between upper case and the lower case". The authors state in the study report that Arab students learning English fail to put in practice the basic rule that a sentence has to begin with a capital letter in English. The researchers also point out that the students get much confused while writing their own names because they forget that their names should begin with capital letters! Similarly, the students commit errors with all proper nouns.

A fact necessary to remember is that Arabic has one letter for one sound which makes spelling much easier but in English one letter may have several sounds and it may even be 'silent' in some places: this confounds the Arab learners further. For instance, in the English words, 'half', 'calf', 'talk', 'walk', the letter *l* is silent following a vowel sound. However, in the word 'bulk' it is pronounced though still following a vowel sound.

Akuli (1989) and Al-Hattami (2010) point out the phonetic contradictions between English and Arabic. They have given many examples; some of which are as follows:

- (i) /p/ is a phoneme in English but it does not find a place in Arabic.
- (ii) /t/ is alveolar in English but it is dental in Arabic language.
- (iii) /d/ is alveolar in English but it is dental in Arabic language.
- (iv) /c/ is a phoneme in English but it does not find place in Arabic.
- (v) /v/ is a phoneme in English but it does not find place in Arabic.

According to Jalal Ahmad (2011), Saudi students of English (as FL or SL) face problems with almost every component of language: reading, writing, pronunciation, grammar, and vocabulary. The problem is compounded as while the other constituents are highly focused in class room interaction activities, proficiency level is hardly reached out. Thus, it reflects the lack of knowledge among learners at the level of inaccurate pronunciation that could generate communication hurdles in actual life. Many studies in Arabic speakers are concentrated on orthography and phonetics of English language, vowel pronunciation, sound categorization, phonological awareness of English phonotactics stress, intonation, consonant cluster, errors design in spelling mistakes and frequency of pitch among Arabic speakers. However, his study reveals the foremost impetus on the issues of pronunciation of English consonant sounds by Saudi learners who have passed their secondary schools and have registered in the preparatory year program at Najran University. Some suggestions and teaching strategies have been pledged by author which could turn down the problems in pronunciation of English consonant sounds among Arabic speakers. This study employs the relevant data which collected from the learners.

Pronunciation is an integral part of foreign language learning. Therefore English pronunciation plays a great role for ESL/EFL learners like other English skills or sub skills like reading, writing, vocabulary and grammar etc. There is no alternative but to develop their communicative proficiency and efficiency in this direction. It is one of the skills likely to be required by them in real life situations. Let us explain this using a simple illustration. In any social setting, 'parking' is a day to day expression finding a place in the conversation of almost each one of us. However, since the phoneme /p/ finds no place in Arabic, what a poor picture will be cast when an 'English educated' Arab youngster will ask the parking attendant what he/she has to pay for the 'barking' as they would pronounce it!

This is also supported by the findings of Jalal Ahmad (2011) and Al-Hattami (2010): Arabic mother tongue learners of English language find certain English consonant sounds difficult to pronounce. There are significant number of problems raised by the learners while pronouncing these specific consonant sounds e.g. /p/, /d/, /v/, /t/ and /ŋ/. /p/ is being pronounced as /b/ when it bobed up at the initial and final position of a word. For the medial and final positions the /d/ sound is marked as dental /d/ when it appeared in the medial and final positions. It was observed that the learners replaced /v/ by /f/ when it appeared in the medial and final positions. Their studies revealed also that most of the participants pronounced the alveolar /t/ as dental when it appeared in all three places. When /ʒ/ sound comes at medial position then it is sometimes replaced by /ʃ/, /s/ or /z/ phoneme. However, it is pronounced as /g/ when, it comes at final position. Sometimes, the /ŋ/ sound is replaced by /n-k/; sometimes, it is replaced by the /n-g/ sound when it appeared in the final position of a word.

It is clear from these and our findings that mother tongue interference is a major problem with English pronunciation for the Arab learners of EFL. Rigorous training followed up with pronunciation drills can, though, help these learners tide over this difficulty. I may point out here that this necessitates teacher training, both pre and in-service, since having Arabic as the mother tongue, they may as well be facing the same interference as their learners.

The main concern of Jalal Ahmad's (2011) study was to identify the problems of learning consonant sounds by Saudi learners of English. He made some suggestions and strategies to help teachers and students in reducing difficulties felt by students in pronouncing problematic consonant sounds. These are:

1. Today's teachers encounter a big challenge to raise the learner's awareness towards the value of English pronunciation for ESL learners. How perfectly one should articulate and refine it within English language learning programs, and most importantly for verbal communication. Needless to say, to enhance ESL student's pronunciation of English, teachers should develop the awareness towards pronunciation differences while working with them and the foremost knowledge of IPA symbols, phonetics and phonology should be a part of teaching. In fact, the learners can assist themselves the correct pronunciation for a specific sound or word with lexical assistance if they are already familiar of phonetics and phonology of English language.

2. It is necessary for the teachers to take an in-depth look about the learner's special needs and their problems. The student's knowledge may be diverted in respect of competency such as learning speed and style. Additionally, conducting workshops or student's needs analysis would be beneficial to evaluate the learner's pronunciation. As per the requirements of learner's needs, the teacher should come up with some appropriate or additional material or sources to turn down the learner's barriers in the classroom to enhance their English pronunciation.

3. Prominent concern should be focused on the unconventional or peculiar sounds of the learner's mother tongue and it has to be identified by the learners.

4. The IPA symbols must be practiced regularly for better pronunciation.

5. The main purpose of oral communication classes is to improve student's communicative competency. Therefore, it should be a part of English language teaching.

6. With the help of teacher or the recorded materials, the students should be asked to read the text aloud. If they commit any mistakes while reading, the teacher should correct and ask them to repeat it many times. The students should be provided the dialogues on some situations which help them to improve their confidence. The students should be given sufficient instructions to learn pronunciation within English language courses.

7. English outside of the classroom refers to all aspects of the English language that the learners are exposed to know the language outside the school. Thus, learners should be encouraged and motivated to speak English outside the classroom, it would help to grab the diverse sounds and pronunciations.

8. Minimal pair drills bear a great benefit in both teaching and learning, pronouncing as well. To differentiate between similar or problematic sounds in the target language.

9. The tongue twisters are the best and funny way for children to improve the articulation. It should be considered as a part of teaching.

10. Some electronic devices can be used by the teachers to enhance the proficiency and improve their pronunciation introducing listening models, like tape recorder or CD and ask to imitate.

11. Motivation is one of the most important factors in teaching, so there should be motivation in students to watch some useful English programs on TV such as BBC English, CNN, etc. Students can improve their pronunciation by these programs.

12. The students can be provided a variety of exercises and activities, e.g., reading, presentations, tempore, situational dialogues and interview exercises.

13. Finally, it is recommended that the students should listen or watch recorded discussions, speeches, news, serials etc. This step will lead them to develop better pronunciation or communication skills.

The authors in the current study came across many researches that were conducted with Saudi students, and many similar studies conducted in other Arabic speaking countries. These studies uniformly focused on identifying the mistakes that were committed by the Arab learners during the course of learning English as a second or foreign language. Some well known names in the field are: (Harrison, Prator and Tucker (1975), Abdul Haq (1982), Kharm & Hajjaj (1989), Alaha (1995), Wahba (1998), Binturki (2008), Al-Shuaibi (2009) and Al-Hattami (2010)). They focused mainly on three linguistic components: phonology, morphology and syntax.

Al-Shuaibi (2009), engrossed the problems of phonology and his findings reveal the difficulties of Arab learners in pronouncing final consonant clusters, reduction, substitution, and deletion. These are the three prime factors of these clusters which are involved in the pronunciation process.

Wahba (1998) looked into the difficulties faced by Egyptian students of English as a second language. In his work, he stated that English language learners in the Arab countries committed certain phonological errors that are related to **stress and intonation**. He furnished some suggestions and said that those errors were **inter-lingual** and thus occurred as a result of the phonological differences that operated between the sound systems of English and Arabic.

It would be relevant at this stage to refer to the language comparativeness between Arabic and English languages. Strozer (1994, p.204) states, "It appears to be a fact that at the growing age children are in tender stage and competency level is so fertile that they can easily absorb or adjust when it comes to first or second language as compared to adults". Her view is that the teachers possessing above average (or superior) **linguistics background** are better equipped with strategies and approaches to remove at least some of the problems of their students by adopting and repeating diverse strategies and approaches, and reinforcing ways that are found supportive in learning better and faster.

Strozer (1994, p.189) also touched upon the aspect of language comparativeness and its importance in the process of teaching and learning English language. She asserts, "A possible bonus of the type of language study that takes advantage of some of the results of comparative language research now available that it may shed considerable light on one's **own language**".

All vocalized languages have vowels. It is commonly believed by students, as it is stated in many textbooks of English language, that English language has five vowels (a, e, i, o, u). In fact, there are more than eighteen 'vowel sounds' in English. Together, these play an important role in the language as they are the central sound of a syllable. These vowels help to join letters to enable a speaker of the language to achieve full sound. Unlikely, there are no such number vowels in the Arabic language. In other words, there is no exact correspondence between the Arabic and English languages in many contexts.

We can see that English Alphabet contains 26 letters but Arabic contains 29 letters. All alphabets in Arabic are consonant sounds. The letters of Arabic language ‘alif’, ‘waw’, and ‘ya’ serve the role of weak consonants and are used as long vowels or diphthongs.

Given this rich review of literature, the researchers in this study tried to find answers to the following **Research Questions**:

1. What are the difficulties faced by Saudi students in learning pronunciation of English as a second language?
2. Will the use of Linguistics help in teaching and learning English language pronunciation to Saudi Students?
3. What suggestions can be made to the policy makers, teachers, and students regarding teaching English language pronunciation?

III. METHODS

This research paper was conducted as an attempt to

- (i) find out the importance of use of Linguistics in teaching and learning of English language;
- (ii) find out the difficulties in pronunciation faced by the Saudi students; and
- (iii) articulate strategies and other suggestions to the decision makers, teachers, and students.

The study was both **descriptive and analytical**. Data was collected using questionnaire, interviews, and observation. The population comprised students in the departments of English at two Public Universities in Saudi Arabia and their English courses teachers. All students (about 57 males and females) in the departments were asked to respond to the survey. The number of the respondents was 38. A random sample of the respondent students (10 students) was interviewed for further clarifications. Furthermore, six English teachers agreed to be interviewed. Additional information was obtained by setting two of the researchers in the classrooms and observing students presenting a topic of their choice for about 10 minutes each. Those sessions were recorded and then analyzed by the other two researchers. The data collected was analyzed qualitatively.

IV. RESULTS

The Importance of Linguistics

The participating students were asked to express their opinion about having Spoken English, **Phonetics and Phonology, Morphology and Syntax** courses. A majority of them mentioned that these courses were **crucial** to learn about the sound system of English and make them aware of the **correct pronunciation of sounds and words**, as also, the intonation and sound clusters. Students expressed their happiness seeing their teachers speak fluently in English and hope to be one day enabled like them. In fact, one student responded thus, “if I know places of the sounds or how sounds are pronounced, then I will be correct to read them”. He meant that if he could master the IPA sound system and the places of articulation his English will be far better. Linguistics courses are more fun and interesting compared to other courses. One student stated, “Courses that teach sounds are fun and make me awake in the class.... Other courses make me sleep”. All the participant students indicated that Linguistics courses are important because they have no problem in reading and writing; they only hope to improve their speaking skills and make themselves understandable to others when they speak in English.

Participant teachers also agreed that teaching **Linguistics is a must** because they understand its importance in learning a language. They went further to explain that Linguistics courses need to be taught by native speakers or Arab teachers with native-like accents because then it will be better presented and learned by the students.

Pronunciation Difficulties

The vast majority of students acknowledge that they face many **problems** when they learn English in general and when they learn **how to speak** in particular. One student wrote, “The only thing I want to learn is to speak fluently. This is enough for me”. When students were asked about the problems they face while learning how to speak, they came up with many issues. The first issue they mentioned was shyness. They are wary of making mistakes in pronunciation; their classmates would laugh at them. Another issue is that they do not get to practice English outside the classrooms. They mentioned that their teachers encourage them to listen to English music, watch movies and read English newspapers, but this frustrates them even more because they do not have full understanding when they do so. One student suggested, “We should watch movies with our teachers and they must help us how to understand”. Another student added, “In English there are similar sounds like /p/ and /b/, /f/ and /v/, /n/ and /ng/ and we do not know how to pronounce them when we speak”. Students also indicated that they cannot speak fluently and spontaneously. It takes them a lot of time to think before they speak. Grammar also emerged as a problem area. One student said, “I know the English grammar but when I speak I do not use correct grammar”.

English teachers who participated in this study confirmed that students faced a lot of problems when it came to speaking. They claimed that speaking problems hinder students from learning other courses effectively. They recommended that these problems should be studied by teachers and researchers in the field and look for possible solutions to alleviate if not eradicate the problem.

Classroom Observation

Classroom observation was an empirical method to observe and examine the students' pronunciation problems. Two of the researchers in this study attended classrooms sessions in which students were asked to present a topic for about 10 minutes each. Those sessions were also recorded and then analyzed by the other researchers in this study to match the findings. After analyzing the students' presentations, all the problems that were laid down by them were recorded.

1. They seemed to struggle when speaking.
2. Their comfort level with English was minimal.
3. They have **problems in pronouncing some sounds, using intonation and stress** to make sentences clear.
4. Most of them do not know where the sentence stops and a new sentence begins.
5. Consonant clusters were problematic too when pronouncing words like next, clothes, asked.
6. They try to insert a vowel between the last consonants.
7. In addition to all these, a number of English consonant sounds (like, /p/, /d/, /v/, /tʃ/, /z/, and /ŋ/) seemed to be difficult for them to pronounce.

The problems that English language learners encounter make their speech incomprehensible and lead to ambiguity in the message they are trying to convey. This was obviously noticed by the researchers and was also stated by the teachers interviewed.

V. CONCLUSION

Lack of communication skills is one of the main reasons for failure of people, organizations, and corporations. The ability to listen, read/ interpret body language, ask questions, provide feedback and generate two-way communication builds trust and solves many problems.

Given the importance of **communication as a skill** that was also recommended by National Commission for Academic Accreditation and Assessment (NCAAA) as one of the five learning domains, all teachers are obligated to teach this skill to students in whatever course and language they are teaching. Students in the English departments and centers are facing more challenge to learn communication as a skill and as a tool to communicate in a new language.

The findings of this study go along the findings discussed in the literature. For example Jalal Ahmed and Mohammed Nazim found that the cultural differences between the Arabs and the English is a problem factor the students face. Alkuli (1989) and Al-Hattami (2010) explored the phonetic contrasts between the two languages as well as the issue of consonant clusters (studied by Al-Shuaibi (2009) may slow the students who are learning English as a foreign language.

The **triangulation method** of collecting data (through survey, interview, classroom observation, and video recording analyses) strengthened the findings of this study and laid down the problematic issues that were a hurdle for students in learning how to speak correct, fluent and comprehensible English while at the same time, being comfortable with it. Stating the problems clearly has helped this research to suggest recommendations in the up-coming section.

VI. RECOMMENDATIONS AND SUGGESTIONS

Despite the differences mentioned in the literature review between Arabic as first language (L-1) and English as second language (L-2), Arab students at the pre-university stage strive hard and make impressive progress in the learning of English (L-2). Below are some of the College/ University students' supportive factors in the learning process realized while carrying out this work.

(a) Motivational level: Motivational level is reported high and they attributed this level of motivation to **efforts made by the Government** coupled with encouraging attitude of the teachers as well as contribution of peers, parents and society.

(b) Medium of Communication: Medium of communication at the University level is strictly English which generates a suitable learning atmosphere to speak/interact in English. The Government has realized the benefit that would accrue to the students in their career or otherwise by learning English language. Therefore, the researchers have observed the presence of hired foreign teachers of English; sadly, these teachers do not know Arabic. As a result, they speak English only which sets a positive benchmark for the Arab student of English. In such an atmosphere, they get motivated to an extent to interact with teachers in English.

(c) Educational Tools/Accessories: Educational Tools/Accessories like Laptops, Digital and Electronic Dictionaries have become popular. Students at the universities (and colleges) have easy access to them. Students can search information from different sources using Internet and Wi Fi connections.

(d) The **overall learning and teaching environment** of English language is **encouraging**, and it provides the much needed support. The following facts had come to light during the research:

i. There isn't much shyness in the Arab students. They are also not hesitant when they commit mistakes in speaking or writing English language in real life or practical situations.

ii. It was observed that the students of English language (L-2) are not afraid of criticism or being ridiculed by people surrounding them when they commit mistakes in speaking or writing.

iii. Arab students in particular and Arab people in general, have excellent memory; they memorize things exceptionally well. The researchers have called this memorizing capability as God's gift to the Arabs.

iv. The Arab students of English have **extraordinary and unusual capability** to follow formula-based teaching. They can easily apply rules of English grammar in their studies of English language.

v. Arabic language has borrowed quite a few words and terminologies from English language. It is a fact that there are no parallels or substitute words for some rather all original English words. The Arabic language rather gives those words Arabic touch using Arabic Alphabets. There are words that sprang up as a result of scientific research and development, and development in management science. These are: Electronics, Strategy, Television, Internet, Computer, Plaza, Petrol, Digital Dictionary, Scientific and non-Scientific calculators. The pronunciation of these words does, therefore, not cause a problem to the learners.

vi. There are many factors that affect the process of learning of English language by the Arab students. These factors are not exactly the same in measure and content in all cases; these vary narrowly or widely from one individual to the other. The most important factor identified by Corder (1967) as quoted by Von Humboldt in 1936 that “one cannot really teach language but can only present the condition under which it will develop spontaneously in the mind in its own way...”. Though author critically illustrates his reasons for supporting this theory of language learning.

Worthy to mention, various studies have suggested that linguistics could help the Saudi students learning English with proper pronunciation. They have suggested also that non-Arabic speaking teachers of English would be more successful in bringing about the necessary change since the Saudi students would have no means to revert to Arabic while interacting and learning and, per force, they would learn faster and right as far as the English pronunciation is concerned.

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Paiker Fatima Mazhar Hameed, born in India (Aligarh) 1981, is currently working as an Assistant Professor of English and Linguistics (Applied Linguistics and Language Teaching) for the college of Science and Arts, Methnab- Qassim University, KSA. She was awarded MA Degree (Linguistics) by Aligarh Muslim University, India, in 2005 and also earned her PhD in 2012 from the same reputed Institution (AMU). She has taught Linguistics to graduate and undergraduate learners in (Women's college & Department of linguistics, Aligarh Muslim University, India and Saudi Arabia. She was awarded prestigious Doctoral scholarship offered by NTS, Mysore and apex body of the Government of India for language study and AMU Doctoral fellowship. She is bilingual and has widely published research papers in leading journals. Her interests include ESP, Second Language Acquisition and Foreign Language Teaching, phonetics & phonology apart from vocabulary learning strategies and assessment. One book by her “A linguistic study of spelling mistakes” has been published by LAP LAMBERT, Germany.



Mohammed Shariq Aslam is an Assistant Professor of Linguistics at Department of English Language & Translation, College of Science & Arts, Methnab, Qassim University, KSA. He got his Ph.D. in Linguistics from Aligarh Muslim University, Aligarh, India. He is currently involved in teaching historical linguistics, phonetics & phonology, lexicography, grammar and listening & speaking. His research interests include theoretical and descriptive linguistics.