



Pronunciation Errors and Repair Strategies
Made by Northern Upper Egypt EFL Learners:

A case study of the production of English sound
segments by first year English Department students
in Beni-Suef University

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مستخلص

علي الرغم من أن النطق هو أحد العوامل الرئيسية التي تساعد علي نجاح عملية التواصل، فإنه لم يتم البحث فيه على نطاق واسع. لذا، فإن الهدف الأساسي لهذا البحث هو دراسة أخطاء النطق. بشكل أكثر دقة، تهدف الدراسة إلى التعرف على أنواع الأخطاء في نطق أصوات اللغة الإنجليزية بواسطة طلاب شمال صعيد مصر. تركز الدراسة أيضا على دراسة استراتيجيات الإصلاح التي يستخدمها الدارسون لتجنب استخدام أصوات اللغة الثانية. تستخدم الدراسة طلاب قسم اللغة الانجليزية بكلية الآداب جامعة بني سويف كعينة بحث. يتم دراسة منطقة النطق فقط الخاصة ببعض الأصوات الساكنة والمتحركة في اللغة الإنجليزية. لذا، فإن الدراسة تتم على مستوي المقطع فقط. يتم هذا من خلال تسجيل نطق الطلاب أثناء قراءة مقاطع بالإنجليزية متضمنة الأصوات المختبرة كافة. يتم بعد ذلك التعرف على أخطاء النطق، تصنيفها، تحليلها على المستوي الوصفي والإحصائي. لذلك تعرض نتائج الدراسة الأصوات التي يواجه الطلاب مشكلات في نطقها والتي بدورها تشكل عائقًا في عملية التواصل. تقدم الدراسة في النهاية بعض المقترحات للتغلب على عقبات نطق اللغة الإنجليزية لدي الطلاب المصريين.

كلمات مفتاحية: -

أخطاء النطق - استراتيجيات الإصلاح - تدخل اللغة الأم - أخطاء بسبب اللغة الأولى - أخطاء بسبب اللغة الثانية.

Abstract

The objective of the present study is to investigate the errors made in the field of pronunciation. It explores Egyptian EFL learners' production of 37 English monophthongs including 25 consonant sounds and 12 pure vowel sounds. So, it is related to the segmental level. English diphthongs and consonant clusters are excluded from the study. It also focuses on the repair strategies employed by students to avoid the use of the target language sounds. The participants are ten first year students in the Department of English Language and Literature, Faculty of Arts, Beni-Suef University in the academic year 2016/2017. The method adopted in the research is reading aloud English extracts encompassing all the sounds under examination. For each of the 37 tested sounds, the frequency and percentage of correct production for each of the selected words representing the sound are calculated. In addition, the total frequency and percentage of correct pronunciation for each of the tested sounds are calculated. The findings of the study revealed that fourteen English sounds constitute a source of difficulty for learners including the nine consonants; /v/, /z/, /dʒ/, /ŋ/, /tʃ/, /θ/, /p/, dark /l/ and /ð/, and the six vowel sounds /ʌ/, /ɔ:/, /ɜ:/, /ə/, /ʊ/ and /e/. The study tries to relate the outcome pronunciation errors to the learners' mother tongue or to the effect of negative transfer.

Index Terms: Pronunciation errors, Egyptian EFL learners, English consonants, English vowels, Repair strategies, Transfer



1. Introduction

The various aspects of language including reading, writing, pronunciation, and grammar may constitute a source of difficulty for the second language learners. Pronunciation is the least aspect receiving attention or interest inside classrooms (Ahmad & Muhiburrahman, 2013). It is also the language component that creates major problems between native and non-native speakers (Fayer & Krasinski, 1987, as cited in Echelberger, 2013) due to misunderstanding or change of meaning resulting from changing sounds. However, it has to be mentioned that achieving a native-like accent is not the ultimate goal of learning pronunciation, but it is necessary for the speaker to be intelligible to avoid communication breakdown. However, this is not the fact for a number of learners since they seek to reach a native-like level (Harmer, 2001). The current research highlights the reasons behind pronunciation errors including negative transfer or the negative effect of first language on the learning of a second language. This appears through the Contrastive Analysis Hypothesis stating that the similar aspects between two different languages are easier to learn than those of the different ones (Troike, 2006). Another reason is the inconsistency between sounds and letters in English as opposed to Arabic; learners tend to spell Arabic words as they are written which is not the case in English. Such factors can have a tremendous negative effect on second language learners resulting in pronunciation errors. Thus, the present study aims at exploring pronunciation errors facing Egyptian EFL learners, specifically, in Beni-Suef University in relation to English consonant and vowel sounds only. The researcher identifies, classifies, and analyzes errors on both the descriptive and statistical levels. The sources of errors are identified in the light of the learners' mother tongue. Additionally, the researcher tackles the repair strategies employed by students to avoid the use of target language sounds.

2. Research Questions

This research tries to give answers to the two following questions:

1. What are common errors Egyptian EFL learners make in their pronunciation of all English consonant and vowel sounds?



2. What are various repair strategies Egyptian EFL learners employ in their pronunciation of all English consonant and vowel sounds?

At the end of the present study, the previous questions have to be answered fully.

3. Scope of the Study

The current research is primarily concerned with pronunciation errors as for all English consonant and vowel sounds, so diphthongs and consonant clusters are out of the study's scope. The area of production only – not perception – is investigated. The study's objective is related to the segmental level and not to the suprasegmental one, so the investigation of rhythm, stress, pitch, and intonation is excluded. The study's participants are from Beni-Suef governorate. Finally, the study is descriptive and not experimental since it is not concerned with measuring the participants' performance by the end of the academic course.

4. Related Literature

A large number of studies (Alfehaid, 2015, Alsaidat 2010, & Jdetawy, 2011) conducted in the area of pronunciation errors have relied on reviewing related literature in the selection of the sounds to include in the test. In other studies (Ahmad & Muhiburrahman, 2013, Ali 2013, Hassan, 2014, Hago & Khan 2015), the researcher relied on his/her own experience and observation as a member of the educational system. The current study includes all English twenty five consonants and twelve simple vowels based on both previous studies and researcher's observation. This section, in specific, reviews a number of studies conducted on Arab EFL learners to examine their pronunciation errors as for English consonants and vowels.

A recent study by Salim and Al-Badawi (2017) investigated pronunciation difficulties for Jordanian EFL learners as for the English consonant sounds /p/, /b/, /tʃ/, /ʃ/, /dʒ/, and /z/. Such study adopts a similar methodology to the present one since it included a number of thirty six participants who were asked to read the tested material, composing of thirty words, aloud while being recorded by a British native speaker. Participants were divided into both control and experimental groups. The study's findings revealed that both /p/ and /b/ were problematic for learners because

they substituted each one of them for the other one. Another problem appeared with /tʃ/ and /dʒ/ as participants of the control group omitted the first element of the sound producing them as /ʃ/ and /ʒ/, respectively (Salim & Al-Badawi, 2017).

Concerning the investigation of the difficulty facing EFL learners in the pronunciation of English vowel sounds, Shamallakh's (2018) study included seventy one Palestinian EFL learners in the Faculties of Arts and Education. Participants were tested by means of a questionnaire and an interview. In the latter, they were asked to pronounce a list of words including the sounds in question while being recorded. The findings proved that the six English vowels /æ, ɒ, ɔ:, u:, ɜ:, i/ constituted a problem for learners in their production. The study ascribed such difficulty to the intralingual influence; the effect of second language on first language, and to the inconsistency between sounds and letters in English (Shamallakh, 2018).

Other phonological studies in the area of pronunciation errors and the difficulties facing Arab EFL learners have been conducted; however, the previous ones are the most relevant to the present research. They were an evident that specific English consonant and vowel sounds are problematic in their pronunciation for Arab EFL learners.

5. Research Methodology

5.1. Participants of the Study

Twelve participants enrolled in the first year, English department, at the Faculty of Arts, Beni-Suef University, represent the source of data in the present study. The selection of the research participants is done using simple random sampling. The researcher made the experiment and then excluded two of the participants; the best and the worst ones. Participants were, at first, given a general idea about the purpose of the research to familiarize them with the test and its environment. Participants were told that the experiment was designed to explore their overall linguistic performance. Further, each participant was given a consent form and was asked to sign that s/he agrees (or disagrees) to participate in the study. They were not given any extra details. To reduce the negative effect of test anxiety,

participants were made aware that they would not lose any marks in any of their academic courses based on their performance in the test. The participants were also told that their identities will remain anonymous.

5.2. Data Collection Procedure

The whole process was conducted along two days. The researcher first gave the participants an overall view about the test directions, i.e. what they should do, but not about the test material itself. Afterwards, they were given a reading material- designed by the researcher- and were asked to read aloud the whole test while recording themselves by means of a mini Sony recorder. The test was administrated in a conference room in their university, where the test items were displayed on a screen in the form of PowerPoint slides. The slides were shown in a big font to facilitate the process of reading for the participants.

5.3. Timing

The researcher intended to carry out the test at the beginning of the first term for the academic year 2016/2017. This is to make sure that the students would not be affected by the phonetics' course that they study during the first term. Each participant was tested individually and was asked not to tell the other participants about the test content. To reduce participants' anxiety they were offered bottles of water as well as cookies.

5.4. Sampling and Material

The participants were chosen using a simple random sampling technique, in which the two subsets/segments of the research population – male and female students - were given equal probability. Random sampling avoids bias and it is a 'good representation' of the original population (Salkind, 2014). The researcher notices a kind of difference in relation to the participants' performance. This is because some participants were doing quite well, while others were very poor. So, both of these kinds were excluded. This has been done according to Salkind (2014) who stated that 'the larger the diversity of sample values, the larger the error and the less precise and representative your sample'. So, such exclusion is important for the results' credibility. The test reading material was divided into three sections. The first was a word list in the form of minimal pairs. The second was reading sentences in the form of minimal pairs also, and the third was a reading passage. Each of the three sections includes all English sounds, with

the exception of diphthongs and consonant clusters. In the first two sections, every word and sentence appeared on a separate slide. The researcher made a hint to the participants that their reading is limited to time; each slide takes just three seconds. This means that if the participant does not read the material shown on the slide within three seconds, it will disappear and the new slide will appear. If any kind of interruption occurred, the recording was repeated.

After the participants have finished the reading process, the following steps have been carried out:

1. The researcher collected the whole data recordings which were classified and organized by names and numbers.
2. The researcher listened to the recordings again and transcribed their speech following IPA.
3. The recording of each participant was analysed in separate, then the percentage of errors in the pronunciation of sounds was calculated as a whole.
4. The thesis' supervisors double checked the analysis of the researcher and made some modifications.
5. Finally, the recordings of the ten participants were analysed representing enough sample for the study.

6. Data Analysis Procedure

The study analysed the production of ten students who are randomly selected from the first year students who represent the population for inclusion in the study. Students' production of the words representing each of 37 selected sounds is tabulated. Whereas the checkmark (✓) is used to signal correct production, the cross mark (×) is used to indicate incorrect pronunciation. In addition, the Theta sign (Ø) is employed in the present study to indicate those cases where students' production is excluded. Those reasons or factors which might have affected participants' pronunciation or have resulted in excluding a student's production of a particular sound are highlighted. The reasons for the exclusion of a participant's particular pronunciation include inaudible speech or unclear pronunciation; weird or entirely-different pronunciation of a particular word (pronouncing the word 'form' as 'from') directly affecting correct pronunciation of the tested sound; failure to produce/pronounce the word due to a participant's inability

to recognise the word or due to the time factor; and mispronunciation resulting in changing the distribution of the tested sound (as in pronouncing the word 'back' as 'backs' thus shifting the /k/ sound from final to medial position). The above-mentioned cases could potentially affect the validity and reliability of the study findings and are thus excluded. In those cases where students instantly self-corrected their pronunciation of a particular word, the word production is considered correct and marked with a checkmark (✓).

For each of the tested sounds, six words are selected with the tested sound evenly/equally distributed along the three word positions: initial, medial, and final. This means that each of the tested sounds will be produced 60 times by the ten students constituting the sample for the present study. However, as a result of the occasional exclusion of participants' production of specific sounds in the process of administrating the study for the reasons discussed above that might negatively affect the results of the study, the frequencies of some sounds become less than the set frequency of 60 occurrences.

The researcher classified the sounds into three groups. The first group comprises sounds whose percentage of correct production is 100%, i.e. these sounds do not constitute any source of difficulty for participants. The second group include those sounds which participants do not face difficulty pronouncing in general, and whose relatively low percentages of correct production is limited to one or two words or a specific participant(s), i.e. these sounds do not constitute a consistent problem for participants. The third group comprises sounds which their total percentage of correct production is equally distributed along the majority of the representative words and most of the participants, i.e. these sounds constitute persistent and consistent source of difficulty for participants.

7. Findings and Discussion

The first group comprises sounds whose percentage of correct production is 100%. These sounds are correctly pronounced in all word positions, i.e. in all of the selected words and by all participants. This group includes eight sounds: /t/, /d/, /k/, /m/, /n/, /r/, /w/, and /j/. This percentage can be traced to the participants' familiarity with these sounds which is due to the presence of these sounds in their native language. According to Lado (1957), exact or similar aspects between two languages positively interfere

in/influence the acquisition of the L2. This positive interference facilitates learners' acquisition of the elements of target language (Freeman & Long, 2014), which explains participants' correct pronunciation of these sounds without the least difficulty.

The second category comprises 14 sounds including the eight consonants /f/ (96.6%), /s/ (96.6%), /h/ (96.6%), clear /l/ (93.3%), /b/ (90%), /z/ (90%), /ʃ/ (87.7%) and /g/ (68%). Six vowels also appear in this group including /a:/ (93.3%), /æ/ (90%), /ɪ/ (89.6%), /i:/ (88.3%), /ɔ/ (81.6%) and /u:/ (68.3%). Although the sounds included in the second group have varying percentages of correct production ranging between 68% and 99%, the analysis reveals that the production of these sounds is not a source of difficulty for participants. The analysis reveals that the percentage of incorrect production for most of the sounds within this category could be traced to the mispronunciation of a specific word or of a specific participant or to the occurrence in a specific position, rather than being due to a common difficulty facing all or most of the participants in producing most of the selected words.

As for the sound /f/, the percentage of correct pronunciation is relatively high 96.6% reflecting very little difficulty in pronouncing the sound. Participants committed three errors in pronouncing the sound including two cases of overgeneralizing final and medial /f/ into /v/ in 'life' and 'wife's' and one case of dropping the final -s in 'wife's' resulting in changing the distribution of the tested sound, hence excluding the word.

Similarly, the percentage of correct pronunciation for the sound /s/ is 96.6%. Five of the words representing the /s/ sound have a percentage of correct production of 100%. The only exception is the word 'mass' which has a percentage of correct production of 80%. Influenced by hypercorrection, participants occasionally replaced the sound /s/, which is already part of their L1, with the sound /θ/. Despite the fact that the sound /θ/ is part of the phonological system of modern standard Arabic, the sound is absent in the participants' dialect of Arabic, i.e. Egyptian colloquial Arabic (Catford, Darwin, Mccarus, Moray, & Snider. 1974).

As for the sound /h/, the overall percentage of correct production mounts to 96.6%. Although all participants succeeded to correctly produce all of the words representing /h/, achieving a 100% of correct production,

two participants produced medial /f/ in the word 'uphill' as /t/. It could be the case that participants mistakenly overgeneralized the newly-learned rule of pronouncing the cluster -ph- as /f/, when the two letters occur in the same syllable, to those cases where the two letters occur at syllable boundaries.

As for clear /l/, the overall percentage of correct production is 93.3%. The sound /l/ in 'flowers' has a percentage of 70% of correct pronunciation which is the lowest compared to the other words representing the clear /l/ sound which have percentages of 100%. Three students replaced the /l/ sound in 'flowers' with its allophone dark /l/ sound, which could potentially be viewed as a hypercorrection error.

In the case of the /b/ sound, the overall percentage of correct pronunciation is 90%. Of the six errors committed by participants in the production of the /b/ sound, participants in five cases replaced the /b/ sound which already exists in their L1 with the /p/ sound which is new to them, i.e. it is not part of the phonological system of students' mother tongue. This type of errors is due to what is referred to as hypercorrection (Stenson, 1978).

As for the /z/ sound, the overall percentage of correct production is 90%. Whereas the percentage of correct production for five of the selected words ranges between 90% and 100%, the lowest percentage of correct production (70%) is in the case of medial /z/ in the word 'closing'. This percentage could be traced to sound-to-letter inconsistency, which is a source of difficulty to Arab EFL learners due to the nearly total matching between spelling and pronunciation in Arabic (Hassan, 2014)

In relation to the /ʃ/ sound, the overall percentage of correct pronunciation is 87.7%. The only problem which faced participants is related to medial /ʃ/ in the word 'oceans', which has the lowest percentage of correct production (66.6%) as participants occasionally replaced it with /k/. This incorrect pronunciation could be attributed to the unfamiliarity of the word to participants and the inconsistency between the letter c and its corresponding sound /ʃ/.

As for the sound /g/ the overall percentage of correct production is 68%. Whereas all the words selected to represent this sound have a high percentage of correct production of above 88.8%, the two words 'league' and 'foggy' have very low percentages of correct production of 22% and

40%, respectively. One might argue that the choice of these two words to represent the /g/ sound has adversely affected participants' production, since more than half of the participants mispronounced them as either /ʒ/ or /dʒ/. This difficulty could be traced to the participants' unfamiliarity with these two words.

Concerning the vowel sounds in this group, the sound /a:/ is correctly produced by the majority of participants with an overall percentage of 93.3%. Out of the five cases of mispronunciation, one participant mispronounced the sound in three words.

As for the /æ/ sound, it has an overall percentage of correct production of 90%. However, in contrast with the other words representing the sound which have percentages mounting to 100%, the word 'nag' has a considerably low percentage of correct production of 50% where half of the participants mispronounced it as either /eɪ/ or /a:/. This low percentage could be traced to the unfamiliarity of the word to participants. It is noteworthy that six out of the ten participants tend to pronounce the sound /æ/ elongated which could be a result of faulty teaching, i.e. teacher-induced error (Centerman & Krausz, 2011).

As for the /ɪ/ sound, it has an overall percentage of correct production of 89.6%. The lowest percentages of correct production are found in the words 'spin' (70%) and 'silk' (87.5%). In four cases, participants replaced the sound /ɪ/, which exists in the students' dialect of Arabic, with the sound newly-learned /e/ sound, motivated by hypercorrection (Watson, 2002).

As for the long vowel /i:/, it has a high total percentage of correct production of 88.3% with percentages ranging between 90% and 100% for the selected words. The only word which constitutes a source of difficulty is 'bead' which has the lowest percentage of correct production of 40%, where it was mispronounced by six participants as /ɪ/, /e/, or /eɪ/, which could potentially be traced to participants' unfamiliarity with the word.

The total percentage of correct production of the /ɔ/ sound is relatively high (81.8%), with all representative words ranging between 80 and 100 percent. However, the very low percentage of correct production of 40% in the case of the word 'pot' has caused the overall percentage to drop

significantly. Out of the ten productions, three participants replaced the sound /ɔ/ with /ʊ/ and the other three replaced it with /u:/. The absence of the sound /ʊ/ in the participants' dialect of Arabic has resulted in a source of hypercorrection as participants tend to replace the familiar sound /ɔ/ with the newly-learned sound /ʊ/. The term hypercorrection, which is also called hypercorrectness or overcorrection, is used in linguistics as an indication to 'the movement of a linguistic form' to an area which is 'too far' when the non-native speakers tend to use the forms of native speakers, leading to the existence of a new version. This may appear in the use of long /a:/ instead of its short counterpart, as in the words 'cat' and 'mat' (Crystal, 2008, p. 232).

As for the /u:/ sound, the overall percentage of its correct production is 68.3%. The analysis reveals that learners produce it with high percentages of correct production in the case of the words 'refuse' (100%), 'few' (100%), 'group' (80%) and 'spoon' (60%). The relatively low overall percentage of correct production is due to the low percentages of correct production in the case of the two words through (50%) and 'youth' (20%). Eight participants mispronounced the tested sound in the word 'youth' as /ʌ/, /ɔ/, or /ə/. The learners' tendency to replace the long vowel /u:/ in the word 'youth' by its short version /ʊ/ could be classified as a fossilization error which could be the result of faulty teaching as this is the most common pronunciation among primary and secondary school teachers. As for the word 'through', the analysis reveals that participants mispronounced the word as 'throw' (with long /ɔ:/ instead of the diphthong /əʊ/), which could be due to the similarity in the two words' spelling which confused participants. The concept of fossilization was originated by Larry Selinker (1972) referring to the state in which L2 learners 'cease' to develop their interlanguage rule even if they are still exposed to the rules of target language. Such term leads to the existence of another relevant one, which is stabilization, pointing out the 'plateaus that learners reach when there is little change in some or all of their interlanguage forms (Gass & Selinker, 2008, p. 522).

In the light of the high percentages of overall correct production of the sounds in this group, these sounds do not constitute a source of difficulty for participants. For some of the sounds included in this group, the relative low percentages of incorrect production are found to be the result of a difficulty in pronouncing the tested sound in one or two words or the result of a difficulty facing a single low-level participant in pronouncing the tested sound in more than one word, rather than being the result of a common

problem facing most all of the participants. In other cases, the selected words proved to be unfamiliar to students leading to a high percentage of incorrect pronunciation. In addition, the analysis reveals no problems relevant to the specific distribution of the sounds in this group.

The third category comprises fourteen sounds including the nine consonant sounds /v/, /z/, /dʒ/, /ŋ/, /tʃ/, /θ/, /p/, dark /l/ and /ð/. The third group includes the six vowel sounds /ʌ/, /ɔ:/, /ɜ:/, /ə/, /ʊ/ and /e/. The percentage of correct production of these sounds is less than 80%. The production of the sounds included in this group was problematic for most of the participants and in the majority of the words representing the sound.

7.1. Repair Strategies

It is obviously shown from the findings of the study that Egyptian EFL learners have a tendency to use a number of repair strategies to avoid the use of the target language sounds. The most frequent and the commonly used strategy is that of substitution or alternation in which participants replaces a sound for another relevant one. For example, the use of /f/ instead of /v/; /ʃ/ instead of /z/; /s/ instead of /θ/; /b/ in place of /p/; clear /l/ in place of dark /l/; and /z/ instead of /ð/. This is due to the absence of the latter sounds in the learners' native language, so they are inclined to use the nearest sound that exists in their L1. Another used strategy is that of omission or deletion in which participants reduce the two elements of a single sound into just one element. This is apparent in the two consonant sounds /dʒ/ and /tʃ/ which are produced as /z/ and /ʃ/, respectively. The third type of repair strategies appears in the use of /ŋ/ as participants add /g/ after /ŋ/ in final position. This is referred to as an addition or epenthesis strategy. The fourth type is referred to as overgeneralization or overcorrectness. As the title suggests, learners overgeneralize the use of a specific sound as in the use of /v/, /p/, /θ/, dark /l/, and /e/ in the place of /f/, /b/, /s/, clear /l/, and /i/. It can appear at the level of vowel sounds as in the use of /ʊ/ or /u:/ instead of /ɔ/.

The following tables show the total percentage of correct production for each tested consonant and vowel sound. The percentage is arranged to show sounds from the least difficult to the most difficult in pronunciation.



Problematic Tested Sound	Total Percentage	Semi-Problematic Tested Sound	Total Percentage	Non-Problematic Tested Sound	Total Percentage
/v/	78.3%	/f/	96.6%	/t/	100%
/z/	69.0%	/s/	96.6%	/d/	100%
/dʒ/	48.3%	/h/	96.6%	/k/	100%
/ŋ/	46.6%	Clear /l/	93.3%	/m/	100%
/tʃ/	42.4%	/b/	90.0%	/n/	100%
/θ/	37.3%	/z/	90.0%	/r/	100%
/p/	36.4%	/ʃ/	87.7%	/w/	100%
Dark /l/	32.0%	/g/	68.0%	/j/	100%
/ð/	23.3%				

Table (1) Percentages of English Consonant Sounds

Non-Problematic Tested Sound	Total Percentage	Problematic Tested Sound	Total Percentage
/a:/	93.3%	/ʌ/	68.3%
/æ/	90.0%	/ɔ:/	65.5%
/i/	89.6%	/ɜ:/	57.6%
/i:/	88.3%	/ə/	53.3%
/ɔ/	81.8%	/ʊ/	45.7%
/u:/	68.3%	/e/	12.0%

Table (2) Percentages of English Vowel Sounds

8. Conclusion

By the end of the present research, it is clear that Egyptian EFL learners in Beni-Suef University face certain difficulties in the production of some English consonant and vowel sounds. The difficulty might be ascribed to the different phonological systems between the learners' native language and the English language which appears in the form of negative transfer. Other factors, such as the in-correspondence between sounds and letters in English, can negatively affect learner's correct pronunciation. To tackle

such difficulties, participants use a number of repair strategies which might help them avoid using the sounds of the target language to overcome pronunciation problems. By reaching such conclusion, the two main research questions have been accurately answered.

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Appendix (A)

Sound Production Test

Exercise no. (1): Read aloud the following words.

1	<u>P</u> ie	17	<u>a</u> sh	33	<u>d</u> ent	49	<u>l</u> eak	65	<u>l</u> oud
2	<u>w</u> ives	18	<u>b</u> un	34	<u>n</u> ail	50	<u>s</u> ame	66	<u>m</u> iss
3	<u>m</u> ath	19	<u>t</u> ea	35	<u>r</u> ink	51	<u>n</u> ag	67	<u>b</u> ock
4	<u>c</u> lothing	20	<u>f</u> arm	36	<u>a</u> head	52	<u>w</u> on	68	<u>k</u> id
5	<u>c</u> heer	21	<u>r</u> efuse	37	<u>Z</u> ero	53	<u>a</u> bout	69	<u>l</u> eague
6	<u>p</u> ledger	22	<u>c</u> ord	38	<u>l</u> ikewise	54	<u>b</u> ead	70	<u>s</u> ane
7	<u>h</u> ill	23	<u>b</u> urn	39	<u>l</u> ip	55	<u>h</u> arm		
8	<u>s</u> et	24	<u>b</u> uy	40	<u>g</u> rieve	56	<u>s</u> poon		
9	<u>l</u> ook	25	<u>W</u> ife's	41	<u>t</u> hick	57	<u>s</u> hore		
10	<u>t</u> ent	26	<u>m</u> ass	42	<u>t</u> hen	58	<u>e</u> arth		
11	<u>m</u> ail	27	<u>c</u> losing	43	<u>h</u> atch	59	<u>l</u> ib		
12	<u>f</u> inger	28	<u>s</u> heer	44	<u>l</u> edger	60	<u>g</u> rief		
12	<u>h</u> int	29	<u>p</u> leasure	45	<u>f</u> ield	61	<u>s</u> ick		
14	<u>r</u> ing	30	<u>l</u> ist	46	<u>m</u> ess	62	<u>Z</u> en		
15	<u>w</u> edge	31	<u>s</u> it	47	<u>b</u> ook	63	<u>h</u> ash		
16	<u>Y</u> et	32	<u>l</u> ock	48	<u>k</u> it	64	<u>l</u> eisure		

Exercise no. (2): Read aloud the following sentences.

1. A pig appeared in Paul's dream and it was black and big.
2. Veils are banned in some countries, so women fail to wear them.
3. Ted seems to be happy as he will present a popular theme.
4. Tuc and Jane always choose the same form of shoes.
5. The breeze of the sea in summer is charming, so we go to breathe it.
6. The rapid attack was carried out by a group of rabid youth.
7. Vast villas in the new project are built by fast builders.
8. The map had been lost in the road, so he wasn't able to take a nap.
9. Jack usually puts on filthy large shirts in the garage.
10. Ten lions are living in a single den.
11. Her weak sight always makes her hit by the side chair.

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12. After being told to sit down, the students were all given a set of cards.
 13. Norse and her family travelled to the North Pole.
 14. Lezer went shopping and bought some nice colorful leather shoes.
 15. Yoka is very active and likes to practise yoga every morning.
 16. The king promised that they could go to the jungle.
 17. Last March the children travelled to the village and played near the marsh bud to catch a stork.
 18. The floppy disks of students were all damaged after being put on hot desks.
 19. The woman put the soup in a small metal pot.
 20. The boy's back hurts too much because he carried a heavy bag.
 21. He shook the drink and ate his sandwiches on the dock.
 22. My friend was watching the foam of the waves while talking in the phone.
 23. Their behavior is so loyal but silly.

Exercise no. (3): Read aloud the following text.

Butterflies are the most interesting insects on the Planet Earth. They vary according to types reaching to seventeen thousand ones. They prefer to stand on the top edge of flowers. Unlike spiders that spin silk webs to catch and eat prey, butterflies are peaceful. Butterflies go through four main stages of life. The first stage is the egg stage followed by the larva. As a caterpillar, the future butterfly eats as much as possible like an athlete to shed its outer skin. This may happen four to five times. After a few weeks, the caterpillars are ready to enter the next stage of life. They pump and use their wings to send red blood with a hard case so that they can fly like a jet. Butterflies cannot live in hot or foggy weather. They can easily guard themselves in a firm way like a cub. Some of them fly over oceans appearing like a mirage especially those in the beige color. Children are always happy when they see them chasing each other in groups as if they are a yo-yo toy. When they touch humans, they don't cause any skin rash. They live in areas full of wood and rock or in uphill ranches. Most butterflies only live a couple of weeks just enough time to gather flower nectar, sold by merchants, by pushing it out. However, a large number of butterflies die after many months. (Adapted from <http://mrnussbaum.com/readingcomp/butterflycomp/>)