

TEACHING ENGLISH VOWELS TO ARAB STUDENTS: A SEARCH FOR A MODEL AND PEDAGOGICAL IMPLICATIONS

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ABSTRACT

Arabic and English are the two languages that differ from each other in various linguistic aspects, whether it be phonology, syntax or the writing system. Teachers of English in the Arab world face many challenges in teaching English due to these differences. The most noticeable feature in the English pronunciation of an Arab student is the poor mastery of English vowels. This paper aims at providing a suitable model of teaching English vowels to Arabic speaking students. The researchers therefore, confined themselves to contrasting the vowel system of Arabic and some of varieties of English, mainly Received Pronunciation, General American, some other established varieties. Data of eight of speakers of English from various countries of the Gulf were collected and analyzed. Based on the data analysis, the researchers tried to suggest a model of English that is viable to teach Arab learners. Some pedagogical implications were also offered to the teachers of English.

KEYWORDS: Personality Development, English, Arabic Students , Soft skills.