

The Impact Of Glottal Stop in Spoken Iraqi Arabic(SIA) on
Fluency in English as a Foreign Language(An Evaluation Study)

Ali H. Muhammad Aljumaily/
College of Arts.

1. Abstract:

This Paper deals with glottal stop in Spoken Iraqi Arabic and its impact on fluency in English as a foreign language .An approach evaluated from the segmentation is used to consider glottal stop as an independent phoneme. Glottal Stop is“ holding back of the compressed air followed by a sudden release.”(O’connor,1988:14). This research aims at investigating glottal stop and its impact on fluency in English and to help students by increasing their reading speed by practice and fluency in conversation. The hypothesis indicates that glottal stop in the native language has its impact on fluency in English, and how might one identify the remedy to get rid and overcome the difficulty. In conclusion, evaluating and constructing both the objective of the study and the analysis of results which were to follow .

2. Introduction:

A system designer should always start with a phonetic inventory of a given language. Such a phonetic inventory then ,to be considered a ground for more specific inventories . In natural speech, contexts are characterized by the presence of so-called glottal stop. It seems to be important to get rid of the distortions in the speech . Opposition approach of Prague school will be adopted to investigate/?/ identity. It must show the importance of the functional load of such an element or of a specific phonological opposition, in either case. It is also possible to study the absolute figures for actual occurrences alone or the ratio of these figures to the figures of occurrences theoretically expected on

the basis of combinatory rules. (Trubetzkoy,1971:256-257). The study will be applied on third-year students at the college of Arts, and fourth-year students at the college of Education for women by exploiting reading skill. The mother tongue speech habits are so strong that new habits in speaking can stand up to them, and establish themselves against their pressure , only after many repetitions , skilful teaching and continual effort . The remedy is easy to propose, though hard to carry out :the ears of the learners will have to be taught to listen. The learners will have to be taught to concentrate on hearing the new sounds because hearing only those sounds that their ears are accustomed to hear, and their minds are accustomed to receive and respond to; and, more important still, that most of the sounds that are different from those of their mother tongue, they will not method , special liveliness of manner and voice, and a ready flow of well-controlled energy.(Gurrey,1955:16-17).

The volume of air controlled by the glottalic mechanism is not sufficiently large for more than a small fraction of speech to be uttered at one movement of the initiator .A glottalic regressive air-stream(if the speaker is capable of producing one) serves to reinforce the consonants. Some Speakers have been able ,after practice, to bring another, somewhat unexpected, air-stream mechanism under sufficient control for it to be used as a basis for speaking. The larynx itself; with the glottis firmly closed, is the initiator. The larynx is provided with muscles by means of which it can be moved up or down in the throat, and if this is done when the glottis is closed, the larynx will not act exactly as a plunger in a syringe: when moved downwards it will draw air after it, and when moved upwards it will push air out. The air it sets in motion is the air in the pharynx and above(for this reason it is also known, especially in American English as the pharyngeal air-stream mechanism. (Abercrombie,1987:28-29)

3. Phonetic Features of Glottal Stop:

Concerning vocal cords when a vowel or diphthong is articulated at the beginning of a word especially after a silence; the articulation of a vowel in those contexts starts, vocal cords clamp tightly- then, more audible separation of the vowel(or diphthong) from a preceding syllable is perceived .Glottal stop in SIA is considered as a stand alone phoneme .On the other hand, as glottal stop could be varied just as a beginning of a phonation, it can be defined as an allophone of the following vowel, both conceptions are adopted in this research.

To adopt a technique for the automatic construction of phonemic inventories based on a carefully designed speech corpus to indicate ,First, the glottal stop is considered to be independent phone of SIA , Second, the glottal stop is also considered as an allophone of a vowel. The data was designed very carefully to contain phonetically balanced sentences. Each sentence is described by linguistic and signal representations of speech. As for linguistics , both orthographic and phonetic transcriptions of each sentence are used . The phonetic inventory of SIA is extended with a single phone [ʔ] that describes the glottal stop . On the other hand, the phonetic transcription is employed to estimate the occurrences of glottal stop in SIA . If there is considerable airflow, as in an h- like sound, the vocal cords will be set vibrating while remaining apart .In this way they produce what is called **breathy voice**, or murmur . In an intervocalic [h] as in ‘head’ , the vocal cords are in a very similar position .In these circumstances they will produce breathy voice ,vibrating loosely, So they appear to be simply flapping in the airstream .(Ladefoged,1982:128).

As far as the first approach is concerned , the impact of glottal stop on the accuracy of segmentation of speech and on the quality of the resulting speech is sometimes hard to delimit glottal stop in the stream of continuous speech , especially in the intervocalic context. In

this approach glottal stop is not considered as a single phoneme but an allophone of corresponding vowel or vowel or diphthong . In fact ,each vowel and diphthong is then represented by two different “ phones-vowel with glottal stop” (e.g.[?α] and vowel without glottal stop).If the glottis is tightly closed, and there is at the same time a closure in the mouth , a small quantity of air will be trapped between the closed glottis and the oral closure. When the larynx is slightly raised, the air trapped between the closed glottis and the oral closure will be compressed . Then, if the oral closure is suddenly released the entrapped high –pressure air will momentarily burst forth in a short sharp explosion. Here, the air-compression, and eventual airflow when the articulatory closure is released, are initiated by the larynx. So, the larynx is the initiator, and because of the importance of the glottal closure within the larynx this type of initiation is called **glottalic**: and since the larynx rises, in the initiation of this sound, and compresses the air trapped above it, this called **glottalic pressure** initiator . So, one of the most important other initiatory organs in the larynx, or ‘voice-box’, is located in the throat-the front of it can be felt, and often seen, as a forward projection in the neck- the ‘Adam’s apple’ within the larynx are located the vocal cords .(Catford,1994:22-23).

4.Glottal Stop in Arabic:

The glottal stop in SIA is a distinctive speech sound. It is produced by the action of the vocal cords, which close together completely, thus momentarily blocking the breath stream at the glottis, and then separate. It is by its nature voiceless, example/?anni / vs. “I”, /si?αl/ vs. “he asked” ,/wuzzara:?/ “ministers”(of government). (Erwin,1963:6), /?α:θu:ri/ vs. “Assyrian”, /?α:x/ vs. “ow!, ouch!”,/?α:dmija/ vs. person(fem.),women./?α:zni:f/ variant form of the game dominoes. /?αbbad/ “to be eternal, perpetual” ,/?ubra/ “needle”. There are a very common variety of the sounds of the

Arabic letters/ħ/-ح/, (ħα) and /ʕ/-ع/(‘αin). They are often described in the literature as ‘pharyngeal fricatives’, but in reality they are more often approximants .(Catford,1988:100) .

It was surprisingly noticeable that the most common allophone of the /ʕ / is actually a voiceless stop and NOT a voiced fricative. It would then seem more appropriate to place the /ʕ / as a counter-part of the / ʔ / leaving the / ħ/ to team up with /h/ . In reaching this conclusion, specified and measured by male informants from different sections of Iraq on both literary and spoken levels are chosen . As a matter of fact the /ʔ/ also appears as a burst in this position but the burst is weaker and shorter in duration than that of the /ʕ / . The characteristics of the / ʔ / in final position are quite similar to those of the/ʕ/except that the / ʔ / has higher frequencies (Alani,1970:61) . One might infer that where it is kept distinct from etymologically expected as sharing the feature of pharyngeal constriction with the emphatic consonants of the language. (ibid).The /ʔ/ initially ,in some cases it occurs as a burst followed by a silence gap. In other cases, the /ʔ/ appears as a short onset glide initiating the vowel following it e.g., /ʔα:ni / “I” . When /ʔ/ occurs medially, other than intervocalic, it appears as a silence gap, but the /ʔ/ intervocalically does not appear as a gap but rather as a vowel- like glide , e.g. /siʔαl/ “he asked”. As a matter of fact the measurements for the /ʔ/ medially are the same to those of the /ʔ/ initially .The /ʔ/ in the final position is in free variation whether it is released or unreleased . The release is indicated by a burst, this burst is preceded by a silence gap. Also, the measurements for the /ʔ/ in final position are similar to the initial /ʔ/ .e.g., /ʔurakα:ʔ/ “partners” (ibid) . Arab linguists considered /ʔ/ as a voiced sound, but for the modern Arab linguists, is voiceless and they differ among themselves . Some of them considered it neutral neither voiced nor voiceless , it depends upon the state of the vocal cords and air pressure

مجلة الدراسات التاريخية والحضارية

العدد(٤) آذار ٢٠١٠ - ربيع الأول ١٤٣١

in the lungs (Bashir,1971:118-150) .One may probably know to expect different sounds. Hearing people speaking Arabic ,may notice a few sounds that appear to be coming from a mysterious part of thin throat, but one should not worry because we are not expected to reproduce these sounds as one out some phrases. Meeting a foreigner who is trying to speak Arabic remains pleasantly fascinating to most Arabs. Spoken Arabic will sound different from one area to the next. At School, however, all Arab children learn the same ‘Modern Standard Arabic’(MSA).In this paper a simplified and a functional form of MSA are used. In most Arab countries, one may expect to across English quite often, Once however, the real excitement begins when leaving it. The pronunciation in this paper is designed to be intuition .It emphasizes simplicity at the expense of the more subtle Arabic sounds, which can only be properly mastered with time and further study, but the most important thing for the reader is to be understood. In modern research, the emphasis is on six sounds: /ʔ/, /h-/ /ʕ/, /ħ/-and /ɣ/, /χ/, distributed in three different places of articulation ,and among these sounds are /ʔ/and/h/,their place of articulation is the larynx.(Muhammad, K.1971:157). The /ʔ/initially occurs as burst followed by a silence gap, occasionally, the burst is followed by a weak noise , in other cases, the /ʔ/appears as a short onset glide initiating the vowel following. As a matter of fact it seems very unstable and does not set any defined pattern. when /ʔ/occurs medially, other then intervocalic, it does not appear as a gap but rather as a vowel-like glide. So, the vowel measurements for the /ʔ/ medially are similar to those of the /ʔ/ initially. The /ʔ/in final position is in free variation-released or unreleased. When released ,the released is indicated by a burst that appears as a vertical line which may or may not be followed by weak noise . The vowel measurements for the /ʔ/in final position are also similar to the ones listed with the initial /ʔ/.(Al-Ani,1970:60-62).

5.The Glottal Stop in English:

It is a sound articulated by humans and used in many languages around the world as a phoneme . It can be described in phonetics as a 'momentary check' on the air stream caused by closing the gap between the vocal cords- the space between the vocal cords is called the glottis and when it closes tight ,the cords stop vibrating and create a brief silence, then a slight choke or cough – like explosion sound upon release .In linguistics, this is called a glottal stop it can be transcribed as [ʔ].The glottal stop does function as a phoneme in its own right in other languages around the world , though including Arabic and many African and American-Indian languages. The process of momentary partial or complete closure of the glottis is known as glottalization .The closure may occur before, during, or after the articulation producing glottalized stops sibilants as well as glottalized vowels. The glottal stop is considered a separate phoneme of RP English, but in some dialects it certainly is used as an allophone of the RP voiceless plosive/t/. Thus, the common Estuary English pronunciations 'play'(although the'y'sound is not pronounced) and 'boull' for RP 'plate' and 'bottle' . Phonetically, these four utterances could be annotated /plɑʔ/ vs./plat/ and /boʔ'l/ vs. /bot'l /.Although 'dropping tees', rather like dropping 'aitches', is generally regarded to be 'bad' pronunciation , in informal speech even the purest RP speaker will often replace a final 'tee' with a glottal stop. Indeed , it is probably fair to say that most people would consider pronouncing every last 'tee' to be overdoing it . Even then, an utterance such as 'oh-oh!!', said as a warning that the speaker has thought of something bad, is correctly pronounced with a glottal stop between the end of the first ' oh' and the beginning of the second 'oh' .So the audible release of a complete closure at the glottis is known as a glottal stop , and it is used to reinforce a voiceless plosive at the end of a word, as in what ?

[wot?] (Crystal,1985:138). Consonants sounds are defined in terms of where they are articulated, how they are articulated and whether or not the vocal cords are engaged .Sound segments are not articulated in isolation from each other and one may influence a neighboring segment to minimize the movement of the articulator in the course of speech .(Stuart,1999:53).In many accents , including American accents , the letter “T” is pronounced like a /d/ when it is between two vowel sounds. So in American English, writer /raitð / sounds like raider /raidð /,and in some accents, for example in some parts of London ,the “T “between two vowel sounds is made not with the tongue but by stopping the air at the back of the throat to make a short silence. So in these accents as mentioned above, butter is pronounced/ bu'er/ .In fast speech, many speakers drop the /d/ or /t/ when they come between two other consonant sounds for example, facts /fakts/sounds like fax/faks/ (Hancock, 2003:18). Glottal [ʔ] [h], the [h] sound that start words such as house [haws], who[hu],and hair[hæ:r] is a glottal sound. Although its classification as a consonant, there is no airflow restriction in pronouncing[h]. Its sound is from the flow of air through the open glottis . The tongue and lips are in a position for the production of the following vowel. If the air is stopped completely at the glottis by tightly closed vocal cords, the sound produced is a glottal stop (Fromkin, et al 2002: 243). The English language contains many words containing a letter “T” surrounded on either side by a vowel . There are also many words that end with a “T”. But we don’t all always pronounce quite all of those “T”. It is quite common for an a average native – speaker of British English to drop the final “T”of a word like “nut” or “bolt” .Some regional accents go further , and when saying the word “butter”, for instance might drop the intervocalic “T” and say something rather like bu’ah .This dropped “T” isn’t replaced by any other letter , but neither is there nothing left at all, they are replaced with a sound that is

produced by native-speakers of British English e.g. dozens , hundreds , or even , yes, . Very few people know what's called , well, it's called a glottal stop .In English ,as we have seen , one word is not separated from another by pausing or hesitating; the end of one word flows straight on to the beginning of the next. (O'Connor, 1967:101).

6. Contrastive Study:

It was vital to detect and locate weak and strong points and identify the reading aspects and levels to be integrated in the reading act and fluency in any oral interchange .The fluency development strand of a course aims at helping learners make the best of what they already know .It is important to see fluency as being related to each of the four skills , with fluency reading to be developed independently in each of these skills :listening , speaking, reading and writing ,fluency development activities should involve only known language because items (there should be no unknown vocabulary or grammatical features) ,should be message – focused , should involve substantial quantities of input and output , and should involve some pressure to perform faster than usual .Positive impact on vocabularies and their pronunciation .For people beginning to learn by memorizing perfectly the largest numbers of common and useful word-groups as away of quickly developing fluency and of picking up native-like expressions ,groups of words should be learned as units. It is made easier in most cases of the meanings of the single words that make up the multiword units are also understood . It is thus useful to see vocabulary as also including multiword units . In addition to using a filled hesitation pause ,another strategy a speaker may use to gain time is to begin and then to re-begin the same piece of speech . The same bit of language can be repeated until the speaker is able to continue .such dysfluencies may be termed **repeats** (the term 'repetition' being reserved for the more general phenomenon of verbal repetition , whether deliberate or

involuntary) .Repeats , as a form of dysfluency are presumed to be unplanned or involuntary since repetitions of word and phrases can also occur deliberately, there is sometimes a difficulty in deciding whether a given instance is a case of dysfluency or not .(Quirk et al ,1999:1055-1056). Speaking fluently is superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker .In addition, it is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken (Brown,2001:97).A systematic classification of matter and material according to domains and levels of conversation and fluency interpretation, evaluating and determining the relative importance of each objective in constructing both the test and the objectives of the study. The characteristics of the / ? / in final position are quite similar to those of the /ʔ/ except that the / ? / has higher frequencies (Alani,1970:61). When /ʔ/ occurs medially , other than inter vocalic, it appears as a silence gap, but the /ʔ/ intervocalically does not appear as a gap but rather as a vowel- like glide, e.g. /siʔal/ “he asked”. As a matter of fact the measurements for the /ʔ/ medially are the same to those of the /ʔ/ initially .The /ʔ/ in the final position is in free variation whether it is released or unreleased . The release is indicated by a burst, this burst is preceded by a silence gap. Also, the measurements for the /ʔ/ in final position are similar to the initial /ʔ/ .e.g., /ʃurakɑ:ʔ/ “partners” (ibid) . The glottal stop does function as a phoneme in its own right in other languages around the world , though including Arabic and many African and American-Indian languages. The glottal stop is considered a separate phoneme of RP English, but in some dialects it certainly is used as an allophone of the RP voiceless plosive/t/. Thus, the common Estuary English pronunciations ‘play’(although the ‘y’ sound is not pronounced) an ‘boull’ for RP ‘plate’ and ‘bottle’ . Phonetically, these four utterances could be

annotated /plɑ?/ vs./plat/ and /bo?'l/ vs. /bot'l/. Although 'dropping tees', rather like dropping 'aitches', is generally regarded to be 'bad' pronunciation , in informal speech even the purest RP speaker will often replace a final 'T' with a glottal stop. Indeed , it is probably fair to say that most people would consider pronouncing every last 'T' to be overdoing it . Even then, an utterance such as 'oh-oh!!', said as a warning that the speaker has thought of something bad, is correctly pronounced with a glottal stop between the end of the first ' oh' and the beginning of the second 'oh' . Glottal [ʔ] [h], the [h] sound that start words such as house [haws], who[hu],and hair[hə:r] is a glottal sound. It is quite common for an average native – speaker of British English to drop the final "T"of a word like "nut" or "bolt" .Some regional accents go further , and when saying the word "butter", for instance might drop the intervocalic "T" and say something rather like /bu'ah/ . /ʔ/is as a counter-part of the /ʔ/,and /h/with/h/.It should be noted that in classical Arabic, vowels do not occur word initially and they are always preceded by glottal stop in the absence of other consonants. However in spoken Iraqi Arabic ,the dialect used here, glottal stops are usually dropped especially in rapid speech. Nevertheless, in order to ensure that no glottal stop was used, speakers of Arabic were explicitly instructed to avoid inserting glottal stops between successive vowels, and an inspection of the recorded material showed that he had followed the instructions very successfully.(Al-Bamerni,1983:336).

7.Data Analysis in SIA:

Many Arabic sounds are familiar and similar to their English equivalents. However, there are some unfamiliar sounds that benefit from additional explanation for instance, the letter 'ain / ع/ -/ʔ/ is difficult for beginners to reproduce. In this paper the impact of glottal stop is described to shed light on its realization and interference on the pronunciation of words and fluency in English as a foreign language,

مجلة الدراسات التاريخية والحضارية

العدد (٤) آذار ٢٠١٠ - ربيع الأول ١٤٣١

whether it is deep-rooted habits or due to the interference of the native language. Opposition procedure is adopted to investigate the identity of /ʔ/ as an independent phoneme in the phonemic inventory of SIA, it is a strangled /ah/ sound. In this paper, the 'ain /ʔ/ and the context of the sentence will help the reader in SIA, eg. /ana/ /ani/ vs. "I" /anta/ /inta/ vs. "you (masc.)", /anti/ /inti/ vs. "you (fem.)", /antu/ /into/ vs. "you (pl.)", /ʔaʕla:/ vs. "above" /ʔa:ʔib/ vs. "bsent", /ʔiʕla:n/ vs. "advertising(n)", /ʕa:ʔif/ vs. "afraid", /baʕd/ vs. "after", /zira:ʕ/ vs. "agriculture", /isʕa:f/ vs. "ambulance" /ʔsla:f/ vs. "ancestors", /ʔa:ʕar/ vs. "another", /ʔasʕal/ vs. "ask", /suʕ/ vs. /ʔasʕal/ vs. "cough", /ʔaʕzab/ vs. "bachelor", /ʔslaʕ/ vs. "bald", /ʔsa:s/ vs. "foundation" /ʔsawad/ vs. "black", /ʔzrag/ vs. "blue", /ʔaʕma/ vs. "blind" /maʔlu:f/ vs. "familiar" /saħra:ʔ/ vs. "desert(n.)", /maradʔssukar/ vs. "diabetes" /ʔisha:l/ vs. "diarrhea" /ʔusraħa:kima/ vs. "dynasty" /ʕaʕa:ʔ/ vs. "dinner", /bi:ʔa/ vs. "envirnment", /bi:ʕa/ vs. "soft sell" /badaʔ juda:jqni: ha: a s - saba:h/ vs. "He started harassing me this "morning", /ʔa:ni: tʔint ʔsbaħ wahija tʔa:nt taqraʔ/ vs. "I was swimming and she was reading" /muylaq ʔaj-jumʕa gablʔal- ʕi:d / vs. "closed on Friday before the "feast", /ʕidna wakt tʔiħi:r/ vs. "we have plenty of time" /aʕ-ʔuʔu:n alqa:nu:nej-ja/ vs. "legal affairs" /ani: aʕtari: wabi:ʕ/ vs. "I buy and sell" /wadi:fti: hija maʕa al-huku:ma/ vs. "My job is with the government" /ʕala ʔaj ʕamal jri:du/ vs. "to any work which he wants (to go)" /ʔabadan maħad jigdar jitʔlaʕ/ vs. "no body can ever go", /maħad na:ħa/ vs. "no body touched it" /fog ʔal-kul tilbas ʕaba:/ vs. "over everything she wears an aba-cloak" /ʕaħlan/ vs. "welcome", /Kirah/ vs. "he disliked", /ʔabi:ʕ/ vs. "I sell", /zaʕal/ vs. "anger". /ʕizam/ vs. "invited", /ʕi:d mila:d/ vs. "birthday", /ʕadma/ vs. "bone", /ʕulb/ vs. "box(n.)" /ʔax-/ /ʔuxwa/ vs. "brother", /ʔihma:l/ vs. "carelessness", /da:ʔira/ /dawa:ʔir/ vs. "circle (n.)", /bint ʕama:/ vs. /bana:t ʕamm/ vs. "cousin (daughter of

مجلة الدراسات التاريخية والحضارية

العدد (٤) آذار ٢٠١٠ - ربيع الأول ١٤٣١

paternal aunt),/?ibn ʕamma/vs.“cousin”(son of paternal uncle).,/?ibn ʕamm/-/?bana: ʕamm/vs.“cousin”(son of paternal uncle). /laʕna/vs. “curse”(n, evil spell),/?inaba/- /ʕinab/vs.“grape”,/ʕaʕr/vs.“hair”,/bahu/vs.“hall”,/huwa:ia/- /huwa:ja:t/vs.“hobby”./juʕlim/vs.“hurt”,/sa:ʕa/-/sa:ʕa:t/vs. “hour”,/jaʕmal/vs. “hope(v.)”/ʕasal/ vs. “honey”./juʕaj-jir/vs. “hire(v.)”./w-bi:ha nukta muhimma/vs. “and, there is an important joke”, /fi hadzara kerima/vs.“there is also a precious stone”/ʕa:nawijje ma:ku hna:k/vs.“there was no secondary existing there”./ʕku: dabtʕa/-/?aku: ʕires/vs.“there is dance ,there is a wedding feast ”./w-ʕaku: hajawa:na:t/vs.“and, there are animals”./ʕaku: sja:ʕa bi-l-ʕarab/vs.“there were goldsmiths among the Arabs”./ra:h tihergu/vs.“it will burn him”. /ʕatʕenna/vs.“we ate”,/ʕatʕelin/vs.“you ate”./kull waʕed, taʕa:l tallaʕ ʕsa:nek/vs.“Everybody , come and put out your tongue”./kull wa:ʕid jaʕruf haʕu/vs,“and everybody knows his right ”./maʕhad ma:dd ʕidu ʕali:hn/ vs.“(until now)nobody has yet extended his hand to it ”./ʕabadan maʕhad jigdar jiltʕa:“nobody can ever go ”./ʕalu maʕahum kull-ma jigdaru:n/vs.“they took with them everything they were able”. One of an interesting urging in doing advanced shopping techniques in a market “Sooq” or an up market store, and attempting to buy and to spend haggling will probably be expected .One may probably enjoy it more if he treats it lighthearted banter rather than as a battle of wills ,sellers will be pleased if he tries speaking to them politely ,eg./biʕgad ha: a/vs.“How much is this?”./hal ʕinta majnu:n! ha: a tʕiʕi:r dzid-dan/vs.“Are you mad? that’s too much ”./ʕinta ʕaki:d majnu:n! biʕgad ha a tʕiʕi:r/, /axa t ʕiʕni:n/vs.“you must be nuts! How much if I took two”./ʕarbaʕ/vs.“four”/ʕas-sandu:q kul-luh/vs. “the whole box”,/hal ha: a...?/vs.“Is this the...?”./ʕa:xir siʕr/vs.“final price”./siʕ al-ka:ʕ/vs. “cash price”,/hal ha: a siʕr ʕal-mitr,ʕal-kilo, ʕali-jira:m,ʕas-santilitr/vs.“Is this the price meter, kilo, gram, centiliter”/ʕari:d ʕaʕu:f

tɑʃki:lɑ min ?ɑl-?ɑlwɑ:n, ?ɑl-?ɑʃkɑ:l, ?ɑl-mo:di:lɑ:t/vs. “I would like to see a selection of size, colours, shapes, styles”, /hɑl rɑ:h tinti:nɑ i:sɑ:l, dʊmɑ:n, ʃɑhɑ:dɑ/vs. “will you be giving us receipt, guarantee, certificate”, /jɑdzib ?ɑn tinti:nɑ/tɑxfi:d wɑħdɑ mɑdʒ-dʒɑ:nɑn ɑl-?uxrɑ bi-niʃf ?ɑs-siʔr ?itfɑqnɑ/vs. “you have to give us a discount, a free one, the other at half price, it’s a deal”, /jiftɑħ ?ɑllɑh/ vs. “Forget about it”. From data analysis, it is clear that/?/occurs in initial position of words in SIA. The repeated process of uttering sounds will form a kind of deep-rooted habits transfer from the mother tongue to the target language by inserting/?/in initial position. Then, fluctuation may occur , e.g:

/h/into/h/, /ʔ/into/?/, /t/into/d/, and /t/into/?/.

8.Results:

In this section the results to test the accuracy of the glottal stop in SIA and its interference on the pronunciation of words in English as a foreign language .The accuracy of the automatic segmentation of speech is evaluated .The quality of the resulting speech depends to a large extent on the quality of the phonemic inventory of SIA . The impact of glottal stop is analyzed according to the total number of students in both departments of English language. The study revealed that 54% of the students in the college of Arts have a glottal stop in their speech as fig.1 shows , and 65% in college of Education as fig.2 shows .The total proportion is 59% for the whole informants ,

knowing that the total number of the students in both colleges is 130 , as fig.3 shows below:

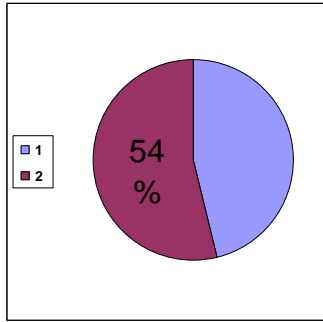


Fig.1 College of Arts

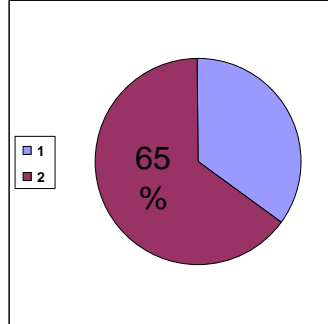


Fig. 2 College of Education for women

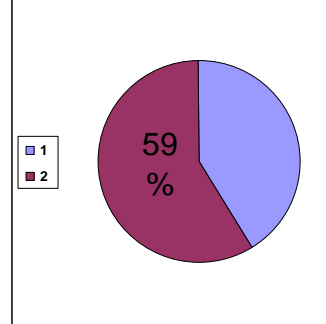


Fig. 3 Total proportion

It will be a great help in distinguishing areas of similarity and areas of difficulty, similar aspects are easy to memorize, and different aspects are difficult (Hamash,1985:15) . The well experienced teachers are aware of the structure of their learners' native language and the target by contrasting them, and they could be more helpful and more tolerant in teaching a foreign language .The design of the diagram, in figure 4 below, was intended to display most effectively how reading aspects and fluency are linked in L1 and L2 to perform collectively ,when each is simultaneously in motion, a unified action that is revealed through fluency and meaning in communication (Daniel ,1981:96). The interference of the mother tongue on the second language learning is very obvious specially in the case of foreign language teaching where the learner's main source of learning is the classroom ; however, in the case of the Iraqi situation we have the influence of the foreign films on Television ,satellite, and Internet sites, but this is very limited .(ibid)

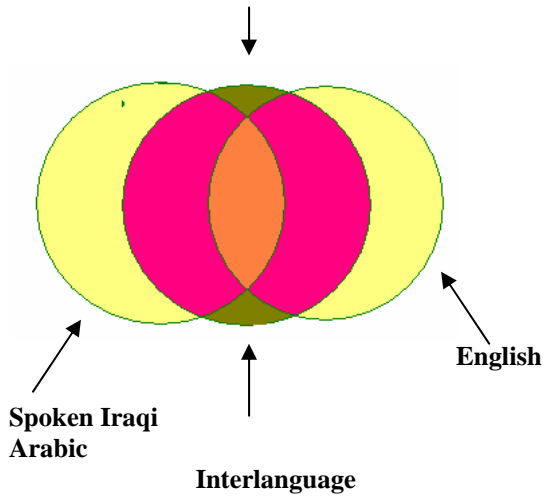


Fig.4 shows a link between L1 andL2

9. Conclusions & Suggestions:

It is now very clear that fluency and accuracy are both important goals that can be achieved in many communicative language courses and to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken output. The impact of glottal stop in the mother tongue is described to shed light on its realization and interference on the pronunciation of words and fluency in English as a foreign language, whether it is a deep-rooted habit or not. In spoken Iraqi Arabic, glottal stops are usually dropped especially in rapid speech. Nevertheless, in order to ensure that no glottal stop was used, speaker of Arabic was explicitly instructed to

avoid inserting glottal stops between successive vowels and an inspection of the recorded material showed that the learner had followed the instructions very successfully. It is just like a barrier separates the mother tongue from the foreign language ,and when the learner is able to overcome this barrier, he will be just like a native speaker of the foreign language. The learners of English must try to go smoothly and continuously from one word to another, with no glottal stop, no break and improve their fluency by lengthening word groups, to establish a close connection and firm link between the aspects and levels to be integrated in the reading speed and fluency .

References

- Al-Ani,S.H. (1970) An Acoustical and Physical Investigation Bloomington: Indiana University ,Linguistics CUP.
- , And Mey D.C (1976) “ The Development and Distribution of the Arabic (Qaf) in Iraq” in Readings in Arabic linguistics.Bloomington,Indiana University, Linguistic Club.
- , K. A. (1989)” Dirasat fi Alarabiyya” in Silselat Isdarat Majallat Aljadid 1:1-127.
- ,(1970) Arabic Phonology An Acoustical and Physiological Investigation Netherlands: Mouton & Co..Printers. The Hague.
- Al-Bamerni, H. A. (1983) Oral, Velic and Laryngeal Coarticulation Across Languages Unpublished Thesis Oxford: Wolfson College, Oxford.
- Abercrombie. (1987) Elements of General Phonetics, Edinburgh: E U P.

مجلة الدراسات التاريخية والحضارية

العدد (٤) آذار ٢٠١٠ - ربيع الأول ١٤٣١

- Ba'alabki, R. and Munir Baalbaki, (1971) Al-Mawrid Al-Waseet Concise, Dictionary English-Arabic, Arabic-English, Lebanon: Beirut.
- Bashir,K.M.(1971) E'lim Allugha Al-A'am :Dar Alma'arif Egypt.
- Brown,H. Douglas (2001) Teaching by Principles: andAn Interactive Approach to Language Pedagogy 2nd ed San Francisco State University.
- Catford J.C. (1994). A Practical Introduction to Phonetics, Oxford: Clarendon Press.
- Crystal, D (1985). A Dictionary of Linguistics and Phonetics Oxford: London, Basil Blackwell Ltd .
- Daniel K. Musa “Some Errors of Iraqi Learners of English” published in A journal of the Institute for the Development of English Language Teaching in Iraq_No.20 (1981).
- Erwin, W. M. (1963) A Short Reference Grammar of Iraqi Arabic. Washington, D. C.:Georgetown University Press.
- Fromkin, V. , Robert Rodman, and Nina Hyams (2002) An Introduction to Language, 7th ed. USA: Library of Congress.
- Ga'afar , M. and Wightwick J. (2003) English- Arabic, Arabic-English, Dictionary and Phrase book : New York.
- Gurrey, P.(1955), Teaching English as a Foreign Language, London: Low and Brydone Ltd.
- Hamash,K. A., and H.Younis, (1985) Principles and Techniques of Teaching English as a Second Language, Baghdad : IDELTI .
- Hassan, M. A. (1985) Alqamus Alfarid ,Baghdad: Ishbelyah Pres.
- Hornby, A s (1997) Oxford Advanced Learner's Dictionary,(7th edition) London : Oxford UP.

مجلة الدراسات التاريخية والحضارية

العدد (٤) آذار ٢٠١٠ - ربيع الأول ١٤٣١

- Irwin ,J. W.,and I. Baker ,(1989) Promoting Active Reading Strategies
: A resource book for teachers , Englewood Cliffs ,N J
:Prentice Hall .
- Ladefoged,P.(1982) A course in Phonetics, (2nd edition),United States
of America : New York .
- Muhammad, K.(1971)'Alm Alugha Al'aam(2nd edition) ,Egypt :Dar ?
lma'aarif.
- O'Connor, J. D. (1980) Better English Pronunciation ,2nd edition,
Cambridge: Cambridge University Press.
point of View , Unpublished ph D Thesis , University of
Leeds .
- Quirk R.,Douglas B.,Stig J.,Geoffery L.,Susan C.,and Edward F.,
(1999) Longman Grammar of Spoken and Written English,
London: University College London .
- Rahim, A. J. (1980) The Phonology of Spoken Iraqi Arabic from
Functional
Point of view,Leeds:Unpublished Thesis .
- Stuart, C.P.(1999) An Introduction to Linguistics: Macmillan Press.
- Trubetzkoy,N.S.(1971) Principles of Phonology, California:
University of California Press.