جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الأنبار

UNIVERSITY OF ANBAR

AUJLL
مجلة جامعة الأنبار للغات والآداب

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مجلة علمية فصلية محكمة
تعنى بدراسات وأبحاث اللغات وآدابها

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أسرة المجلة

رئيس تحرير المجلة ومديرها

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أعضاء هيئة التحرير

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6	أ.د. زياد محمد يوسف قوقزة	أستاذ	كلية اللغات الأجنبية	اللغات الأوربية	اللغويات العامة الإسبانية والإنكليزية	الأردنية	الأردن	عضوًا
7	أ.د. منى عارف جاسم المشهداني	أستاذ	كلية اللغات	اللغة الروسية / فقه اللغة والاسلوبية	ترجمة مصطلحات (فقه اللغة)	بغداد	العراق	عضوًا
8	أ.م.د. محمود خليل محمود جرن	أستاذ مشارك	كلية اللغات الأجنبية	اللغة الإيطالية	الأدب واللغة الإيطالية	الأردنية	الأردن	عضوًا
9	أ.د. طه شداد حمد	أستاذ	كلية الآداب	اللغة العربية / اللغة	الدلالة والنحو	الأنبار	العراق	عضوًا
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12	أ.م. د. شيماء جبار علي	أستاذ مساعد	التربية للبنات	اللغة العربية/ الأدب	النقد الحديث	الأنبار	العراق	عضوًا
13	أ. م. د. نهاد فخري محمود	أستاذ مساعد	كلية الآداب	اللغة العربية/ الأدب	النقد القديم والبلاغة	الأنبار	العراق	عضوًا
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15	د. محمد يحيى عبدالله	مدرس	كلية الاداب	اللغة الانكليزية/ اللغة	اللغة	الانبار	العراق	عضوًا

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مجلة جامعة الأنبار للغات والآداب
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شروط النشر في المجلة

تهدف رئاسة تحرير المجلة وأعضاء هيئتها إلى الإرتقاء بمعامل تأثير المجلة تمهيدًا لدخول قاعدة بيانات المستوعبات العلمية والعالمية، وطبقًا لهذا تنشر مجلة جامعة الأنبار للغات والآداب البحوث التي تتسم بالرصانة العلمية والقيمة المعرفية، فضلًا عن سلامة اللغة ودقة التوثيق بما يوافق شروطها المدرجة في أدناه:

التسليم :

يم ارسال المراسلات جميعها بما في ذلك اشعارات قرار المحرر وطلبات المراجعة إلى هذه المجلة عبر نظام (E-JOURNL PLUES) وعبر الرابط : https://www.aujll.uoanbar.edu.iq/ ، وتقبل البحوث وفقًا للنظام كتابة البحوث (Word وLaTeX) ، وبالاعتماد على نظام التوثيق العالمي APA ، ويجب كتابة النص بمسافة مزدوجة ، في عمود مزدوج باستعمال كتابة من 12 نقطة.

التحضير :

يستعمل برنامج الورد (Word software) لكتابة المقالة.

من المهم أن يتم حفظ الملف بالتنسيق الأصلي لبرنامج الوورد (Word software) ويجب أن يكون النص بتنسيق افقي. اجعل تنسيق النص بسيطًا قدر الإمكان. ستتم إزالة معظم رموز التنسيق واستبدالها عند معالجة المقالة. وعلى وجه الخصوص ، لا تستعمل خيارات برنامج الوورد لتبرير النص أو لوصل الكلمات. ومع ذلك ، يستعمل وجهًا عريضًا ومائلًا وخطوطًا منخفضة ومرتفعات وما إلى ذلك. عند إعداد الجداول ، إذا كنت تستعمل شبكة جدول ، فاستعمال شبكة واحدة فقط لكل جدول فردي وليس شبكة لكل صف. إذا لم يتم استعمال شبكة ، فاستعمال علامات الجدولة ،وليس المسافات، لمحاذاة الأعمدة. ويجب إعداد النص الإلكتروني بطريقة تشبه إلى حد بعيد المخطوطات التقليدية.

الملاحق

يجب إعطاء الصيغ والمعادلات في A ،B الخ إذا كان هناك أكثر من ملحق واحد ، فيجب تحديدها على أنها (أ 1) ، مكافئ. (أ 2) ، وما إلى ذلك ؛ في ملحق لاحق ، مكافئ. (ب 1) وهكذا. وبالمثل Eq. :الملاحق ترقيمًا منفصلاً بالنسبة للجداول والأشكال: الجدول أ -1 ؛ الشكل أ 1 ، إلخ

معلومات صفحة العنوان الأساسية

العنوان: موجز وغني بالمعلومات. غالبًا ما تستعمل العنوانات في أنظمة استرجاع المعلومات. وتجنب الاختصارات والصيغ

قدر الإمكان.

أسماء المؤلفين وعناوين انتسابهم الوظيفي: يرجى الإشارة بوضوح إلى الاسم (الأسماء) المحدد واسم (أسماء) العائلة لكل

مؤلف والتأكد من دقة كتابة الأسماء جميعها . و يمكنك إضافة اسمك بين قوسين في البرنامج النصي الخاص بك .

قدم عناوين انتساب المؤلفين (حيث تم العمل الفعلي) أسفل الأسماء: حدد الانتماءات جميعها بحرف مرتفع صغير مباشرة بعد اسم المؤلف وأمام العنوان المناسب. أدخل العنوان البريدي الكامل لكل جهة انتساب ، بما في ذلك اسم الدولة وعنوان البريد الإلكتروني لكل مؤلف ، إذا كان متاحًا.

المؤلف المراسل: حدد بوضوح من سيتعامل مع المراسلات في جميع مراحل التحكيم والنشر ، وأيضًا بعد النشر. تتضمن هذه المسؤولية الإجابة على أي استفسارات مستقبلية حول المنهجية والمواد. تأكد من تقديم عنوان البريد الإلكتروني وأن تفاصيل الاتصال يتم تحديثها من قبل المؤلف المقابل.

عنوان الانتساب: تستعمل الأرقام العربية العالية لمثل هذه الحواشي السفلية. *مثال، اسم المؤلف[1*]، اسم المؤلف[2]* .

الملخص

الملخص: الملخصات باللغتين العربية والإنجليزية تكون معلوماتها متطابقة في المعنى، عدد الكلمات في كل ملخص (150-250) كلمة.

كما يجب التأكد من صياغة اللغة للملخصات بحيث تكون لغة صحيحة ودقيقة مع مراعاة علامات الترقيم الصحيحة في الفقرات؛ لأن ضعف الصياغة اللغوية للملخصات يؤثر على قبول نشر الأبحاث في الموعد المحدد لها.

تنسيق الملخص: (نوع الخط: Simplified Arabic حجم الخط: 12 ومسافة بادئة 1.5 cm ومسافة النهاية: 1.5cm). ويجب أن يحتوي الملخص على(الأهداف، المنهجية، النتائج، الخلاصة)

الكلمات الدالة: كلمة، كلمة، كلمة. (الكلمات الدالة مفصولة بفواصل، الحد الأدنى 3 كلمات، الحد الأقصى 5 كلمات)

الكلمات الدالة (كلمات افتتاحية)
مطلوب مصطلحات أو كلمات رئيسة ، بحد أقصى ثماني كلمات مفتاحية تشير إلى المحتويات الخاصة للنشر وليس إلى أساليبها يحتفظ المحرر بالحق في تغيير الكلمات الرئيسية.

طباعة أو لصق عنوان البحث باللغة العربية (تنسيق عنوان البحث - نوع الخط: Simplified Arabic حجم الخط:14)

متن البحث:
تنسيق العنوان (اللغة العربية نوع الخط: Simplified Arabic حجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman حجم الخط: 12).
تنسيق الفقرة:استعمل هذا التنسيق لطباعة الفقرات داخل العنوانات. توثيق المرجع آخر الفقرة (بالاسم الأخير للمؤلف، السنة) توثيق مرجع لغة انجليزية (Last Name, Year). (اللغة العربية: نوع الخط: Simplified Arabic وحجم الخط: 12. (اللغة الإنجليزية نوع الخط: Times New Roman وحجم الخط: 10 ومسافة بادئة 0.5 للفقرة).

الرسوم التوضيحية

ـ نقاط عامة

تأكد من استعمال حروف وأحجام موحدة لعملك في الرسوم التوضيحية.

قم بتضمين الخطوط المستعملة إذا كان التطبيق يوفر هذا الخيار.

استهدف الخطوط الاتية في الرسوم التوضيحية: Arialأو Courierأو Times New Romanأو Symbolأو استعمال الخطوط التي تبدو متشابهة.

قم بترقيم الرسوم التوضيحية وفقًا لتسلسلها في النص.

استعمال اصطلاح تسمية منطقي لملفات الرسوم التوضيحية.

قدم تعليقًا على الرسوم التوضيحية بشكل منفصل.
حدد حجم الرسوم التوضيحية بالقرب من الأبعاد المطلوبة للإصدار المنشور.
أرسل كل رسم توضيحي كملف منفصل.
الصور الفوتوغرافية الملونة أو الرمادية (الألوان النصفية)، احتفظ بها بحد أدنى ٣٠٠ نقطة في البوصة.
رسومات خطية نقطية (بيكسل أبيض وأسود خالص)) TIFFأو (JPEG، احتفظ بحد أدنى 1000 نقطة في البوصة. تركيبة خط نقطي / نصف نغمة (ألوان أو تدرج رمادي)) TIFFأو (JPEG، احتفظ بحد أدنى 500 نقطة في البوصة.
الرجاء تجنب ما يأتي :
ملفات الإمداد (مثل GIFو BMPو PICTو WPG) تحتوي هذه عادةً على عدد قليل من البكسل ومجموعة محدودة من الألوان ؛
توفير الملفات منخفضة الدقة للغاية ؛
إرسال رسومات كبيرة بشكل غير متناسب مع المحتوى
- الشكل التوضيحي

تأكد من أن كل رسم توضيحي يحتوي على تعليق. والتعليقات منفصلة عن بعضها ولا تتعلق بشكل واحد فقط. يجب أن يشتمل التعليق على عنوان موجز (وليس على الشكل نفسه) ويكون وصفًا للرسم التوضيحي. احتفظ بالنص في الرسوم التوضيحية بحد أدنى ولكن اشرح جميع الرموز والاختصارات المستعملة.

- الرسوم التوضيحية

حدد حجم الرسوم التوضيحية وفقًا لمواصفات المجلة الخاصة بعرض الأعمدة. يتم تقليل الأشكال بشكل عام إلى عرض عمود واحد (8.8 سم) أو أصغر. أرسل كل رسم توضيحي بالحجم النهائي الذي تريد أن يظهر به في المجلة. ٠يجب أن يحضر كل رسم توضيحي للاستنساخ 100٪. • تجنب تقديم الرسوم التوضيحية التي تحتوي على محاور صغيرة ذات تسميات كبيرة الحجم. • تأكد من أن أوزان الخط ستكون 0.5 نقطة أو أكثر في الحجم النهائي المنشور. سوف تتراكم أوزان الخط التي تقل عن 0.5 نقطة بشكل سيئ.

- الجداول

يجب أن تحمل الجداول أرقامًا متتالية. الرجاء إضافة العنوانات مباشرة فوق الجداول

الاستشهاد المصادر

برنامج إدارة المراجع

استعمال ملحقات الاقتباس من أنماط المنتجات، مثل: .Endnote plugin او Mendeley

قائمة المصادر والمراجع

ملاحظة مهمة : قائمة المراجع في نهاية البحث مرتبة ترتيبًا هجائيًّا، وإذا استعمل الباحث مصادر باللغة العربية وأخرى باللغة الإنجليزية فيجبُ أن تُرفَق في نهايته قائمتان بالمراجع باللُّغتين العربيّة ثم الإنجليزيّة وفي حال عدم توفر مراجع باللغة الإنجليزية تترجم المراجع العربية وتضاف في نهاية البحث.

المجلة تعتمد نظام ال ApA في التوثيق. دليل المؤلف يوضح آلية التوثيق في نظام ال ApA (اللغة العربية: نوع الخط Simplified Arabic حجم الخط:10.5)

أمثلة:

الكتب:

الأسد، ن. (1955). *مصادر الشعر الجاهلي*. (ط1). مصر: دار المعارف.

مقالة أو فصل في كتاب:

الخلف، ع. (1998). *الجفاف وأبعاده البيئية في منطقة الرياض. في منطقة الرياض دراسة تاريخية وجغرافية واجتماعية*، (ص 174-278). الرياض: إمارة منطقة الرياض.

توثيق المجلة

مشاقبة، أ. (2011). الإصلاح السياسي المعنى والمفهوم. *مجلة الدبلوماسي الأردني*، 2 (2)، 24-33.

ورقة علمية من مؤتمر:

مزريق،ع. (2011). دور التعليم العالي والبحث العلمي في تحقيق تنمية اقتصادية واجتماعية مستديمة. *المؤتمر العربي الأول الرؤية المستقبلية للنهوض بالبحث العلمي في الوطن العربي*، 2011- آذار، جامعة اليرموك، إربد.

الرسائل الجامعية:

السبتين، أ. (2014). *المشكلات السلوكية السائدة لدى طفل الروضة في محافظة الكرك من وجهة نظر المعلمات*، *رسالة ماجستير غير منشورة*، جامعة مؤتة، الأردن.

يجب كتابة المراجع بالشكل الاتية:

1. يكتب مع مؤلف واحد

تضمين (إن وجد): الاسم الأخير للمؤلفين والاسم الأول ؛ سنة النشر؛ لقب؛ طبعة (إن لم تكن الأولى) ؛ مكان النشر والناشر.

أمثلة

نيو.ت. ار.١٩٨٨ . اللافقاريات: دراسة استقصائية للحفظ النوعي. نيويورك. مطبعة جامعة أكسفورد.

بيناك، ار. دبليو.١٩٧١ . لافقاريات المياه العذبة في الولايات المتحدة. الطبعة الثانية. نيويورك. جون ولي وسونس.

2. كتب مع مؤلفين أو أكثر

ويلستر، ار.ال. و ولفروم، ام، ال. ١٩٦٢ . طرق في كيمياء الكربوهيدرات. نيويورك ولندن. الصحافة الأكاديمية.

بونابيو، اي. دوريكو، ام. و ثراولاز، جي. ١٩٩٩ . ذكاء السرب: من النظم الطبيعية إلى الاصطناعية. نيويورك. مطبعة جامعة أكسفورد.

3. الكتب الإلكترونية

يجب تقديم نفس المعلومات بالنسبة للكتب المطبوعة، انظر الأمثلة أعلاه. بالنسبة للكتب التي تمت قراءتها أو تنزيلها من موقع مكتبة أو مواقع لبيع الكتب، يجب إضافة المعلومات التي تفيد بأنه كتاب إلكتروني في نهاية المرجع. مثال:

بون، ان. كي و كيو، اس. ٢٠١٢ . نموذج لهيكلة المعادلة. نيويورك: مطبعة جامعة أكسفورد. الكتاب الاليكتروني.

تتوفر أحيانًا بعض الكتب التي انتهت صلاحية حقوق النشر الخاصة بها مجانًا على الإنترنت (وهي في الملك العام). في هذه الحالات ، يجب عليك إضافة عنوان URLالكامل (.... // :http (أو الرابط الذي قدمه الناشر وتاريخ وصولك ، تاريخ تنزيل / قراءة الكتاب.
4. فصول الكتاب

تضمين (إن وجد): الاسم (الأسماء) الأخير والاسم (الأسماء) الأول لمؤلف (مؤلفي) فصل الكتاب. سنة النشر. عنوان فصل من الكتاب. في الاسم الأول والعائلة للمحررين والمحرر (المحررون) بين قوسين. عنوان الكتاب. الطبعة (إن لم يكن 1: ش). مكان النشر: الناشر ، أرقام صفحات الفصل.

مثال:

مرتنس، جي. اي. ١٩٩٣. الكلوروكربونات وكلورو هيدروكربونات.في: كروسجويتز و هو- كرانت ام (ادس)، موسوعة التكنولوجيا الكيميائية. نيويورك. جون ولي و سونس، ٤٠-٥٠.

5. مقالات المجلات

تضمين (إن وجد): اسم العائلة والحرف الأول من الاسم (الأسماء) الأول للمؤلف (المؤلفين). سنة النشر. عنوان المقال. اسم المجلة المجلد (العدد): أرقام صفحات المقالة. مثال:

شاشانك شارما، رافي شارما. ٢٠١٥. دراسة عن الخصائص البصرية للبلورات النانوية بالمغنيسيوم المشبع بالزنك، كثافة العمليات. علوم. جي. ٢(١) ١٢٠-١٣٠

6. مقالات المجلات الإلكترونية

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داس، جي. و اجاريا، بي، سي. ٢٠٠٣. الهيدرولوجيا وتقييم جودة المياه في مدينة كوتاك ، الهند. تلوث الماء والهواء والتربة، ١٥٠: ١٦٣-١٧٥. دوى:١٠. ١٠٢٣ / ا. ١٠٢٦١٩٣٥١٤٨٧٥.

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قم بتضمين معلومات حول الجامعة التي تخرجت منها والمسمى الوظيفي للدرجة العلمية.مثال:

علي ، س.م. ٢٠١٢. التقييم الهيدروجيولوجي البيئي لمنطقة بغداد. أطروحة دكتوراه. قسم الجيولوجيا، كلية العلوم، جامعة بغداد، العراق.

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ميشرا ار. ١٩٧٢. دراسة مقارنة لصافي الإنتاجية الأولية للغابات الجافة النفضية والمراعي في فاراناسي. ندوة حول البيئة الاستوائية مع التركيز على الإنتاج العضوي. معهد البيئة الاستوائية، جامعة جورجيا:٢٧٨-٢٩٣.

ملاحظة مهمة : يجب ترجمة المصادر والمراجع إلى اللغة الإنكليزية .

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In the name of God, the most gracious, the most merciful

Editorial board word:

Knowledge is viewed as humanity's treasure, the key to culture, and the source of people's pleasure, whereas scientific research is the philosophical, intellectual, historical, and cultural onset of knowledge. Languages and literature are the mechanisms by which skills are developed via consciousness, perception, and comprehension, which help to the transference of knowledge between generations, as well as molding an individual and shaping the future. The editorial board have opted to adopt an approach of topics' diversity in all languages, to attract researchers from outside and inside Iraq. The strategy of diversity resulted in a large number of studies that underwent international and local scientific reviewing and assessment. We believe that those studies will make a significant contribution to the development of scientific intellect and the establishment of academic research methodologies for researchers. This substantial effort is the result of the editorial staff's diligent efforts to complete and publish this issue

Editor-in-Chief of the magazine

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Iraqi EFL learners' and Teachers' Perception of Difficulties in the Production of Diphthongs Compared to Actual Performance

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ABSTRACT:

Objectives:
The study aimed at showing teachers' and learners' awareness level of the complications faced in the identification and production of English diphthongs by Iraqi EFL learners. To this end, difficulties in identifying and producing English diphthongs as perceived by both Iraqi learners and teachers were compared to actual difficulties encountered by Iraqi EFL learners.

Methodology
Ninety-two undergraduates Iraqi EFL learners and forty-two English language teachers were consulted for their attitudes with regard to the identification and production of diphthongs. A randomly selected group of students participated in an actual test in which their performance in identifying and producing diphthongs was measured.

Results
Results showed that teachers and learners expected difficulties in identifying and pronouncing English diphthongs. Their expectations of the diphthongs are difficult to perceive or pronounce almost matched actual performance measured via the identification and production tests. Participants showed that centering diphthongs were the most difficult to identify and produce. Such difficulties were reported in the questionnaires as well.

Conclusions
The study concluded that Iraqi EFL learners encounter considerable difficulties in identifying and producing some of English diphthongs, while some other are either of medium or low difficulty level and this can be ascribed to L1 transfer, perceptual reasons, and lack of efficient native exposure. Iraqi learners and teachers have a good level of awareness of the difficulties encountered by learners; yet, this was not reflected in proper pronunciation. This triggers the need for more training on teachers' part and more practice on learners' part.

KEYWORDS: English diphthongs, Iraqi learners' and teachers' perception, Diphthongs identification, Diphthongs production.

1. The Introduction

Acquiring English as a foreign or a second language is very much essential for most students at schools and universities as well. This is basically because of the status this language has in the world currently being its lingua franca (Jenkins, 2006; Al Abdely, 2023). On the other hand, the difficulties encountered by English language learners all

over the world are always acknowledged by learners, teachers, and researchers. Akram and Quresh report that most of foreign language (EFL) learners face problems in attaining an intelligible pronunciation of English. Being taught by non-native teachers in a non-native setting, EFL learners such as Iraqis are supposed to face greater difficulties compared to native and second language (ESL) leaners. Other reasons for difficulties might be related to the degree of similarities between the L1 and FL, which often play an influential role in facilitating or complicating the learning task. Lack or insufficient exposure to the FL is also an important variable here. The researcher of this study assumes another reason for the difficulties referred to above, which is related to learners' and teachers' perception of what FL aspects that are easy or difficult for learners to acquire.

Misperceptions of this nature may incorrectly steer the learning process to wrong learning and teaching paths. Thus, investigating learners' as well as teachers' perceptions is of great value to both, and consequently to the learning process as it was stressed in Al-Abdely and Yap (2016). It is beyond dispute that language aspects are not of the same difficulty level as some are acquired comparatively easier than others. Pronunciation is not an exception in this respect as it has been concluded in many studies about sounds perception and production (Al Abdely, 2016). Though variations in the difficulty level of various sounds has been taken to be a fact, which sound is more or less difficult than others is still an open field for investigation.

Hence, the current study endeavors to account for the perception of Iraqi EFL learners and teachers of the difficulties encountered with reference to English diphthongs. Moreover, the study seeks to examine Iraqi EFL learners' production of English diphthongs to arrive at the actual difficulties these learners encounter in learning diphthongs. The study compares perceptions and actual situation to identify learners' and teachers' level of awareness of the difficulties Iraqi EFL learners face when acquiring a correct pronunciation of English diphthongs. The results and findings of this study are hopefully of value to learners showing them which diphthongs are actually difficult to them, and thus, require more of their working time and practice. Furthermore, the study's results and findings are assumed to be significant for English language teachers, as it offers them a guide of what to focus on more or less while teaching diphthongs. Overall, the study targets improving teachers' and learners' awareness level of the real problems that they have and how to work on solving them in the most effective way.

2. Literature Review

2.1 Second language acquisition

The acquisition of foreign language segmental phonology has been a main concern in the field of foreign language acquisition; thus, researches have been targeting it extensively identifying difficulties and seeking ways to overcome them. These studies have investigated the effects of several variables that interfere negatively or positively in the learning and teaching process of sound acquisition. Most of these studies were concerned with first language (FL) effect on the acquisition of a foreign language phonology. Similarities and differences between the system of the first language (L1) and FL often make certain aspects of phonology easier or more difficult for learners to acquire (Bhela, 1999; Piske, Mackay & Flege, 2001; Derakhshan & Karimi, 2015). Other studies were concerned with other variables such age of learning i.e. the age at which a learners started his quest to learn a foreign language, where the normal stream is that the earlier the better. Several researches showed that the age of the learners has an important factor in learning a new language. Larsen-Freeman and Long (1991); Al Abdely (2016); and Caldwell-Harris & MacWhinney (2023), for example, point out that age is a significant factor in acquiring another language claiming that the earlier the learning process starts, the easier and more efficient to accomplish.

Among other influential variables on the learning of an FL is related to the relationship between sounds perception and production. Many studies such as Nikolova (2010), Almbark (2012), and Al Abdely (2016), who investigated perception-production relationship on Saudi, Syrian, Iraqi learners respectively, believe that when sounds perception was not accurately done, sound production will be equally not well done. Due to the fact that perception precedes production as a newly born baby starts listening before s/he starts speaking, learners of a FL are supposed to act similarly.

This focuses on the importance of providing learners with good production modals so that they can develop correct pronunciation skills. Not far away from this issue is what this study is interested in, which is the level of awareness teachers and learners of an FL have in relation to the difficulties learners may go through when perceiving and producing the sounds of English. Hence, the present study attempts to survey Iraqi teachers' and learners' perception of the difficulties learners encounter in acquiring English diphthongs. Moreover, the study conducts a production test that hopefully shows the difficulties these

learners really encounter. Comparing participants' perception and actual difficulties shall shed the light on whether Iraqi teachers and learners are aware of what they dealing with or not.

2.2. An Overview of English Diphthongs

The term "diphthong" is of a Greek origin that implicates two sounds or two voices (Nordquist, 2019). The Diphthong is described as a sound made by the grouping of two vowel sounds in one syllable where the vowel starts with a vowel and glides to a second (Roach, 2009). Hence, the combination of these two vowels requires a glide, which is why an alternative term for diphthongs is a gliding vowels. Similarly, turning a distinct vowel into a diphthong is named a diphthongization process (Nordquist, 2019).

In English, there are two groups of diphthongs: the closing diphthongs, those which end with /ʊ/ (/aʊ,əʊ/) and those which end with /ɪ/ (/aɪ,eɪ,ɔɪ/), and the centering diphthongs, which end in /ə/ (/ɪə,eə,ʊə/). Figure (1) below shows these diphthongs.

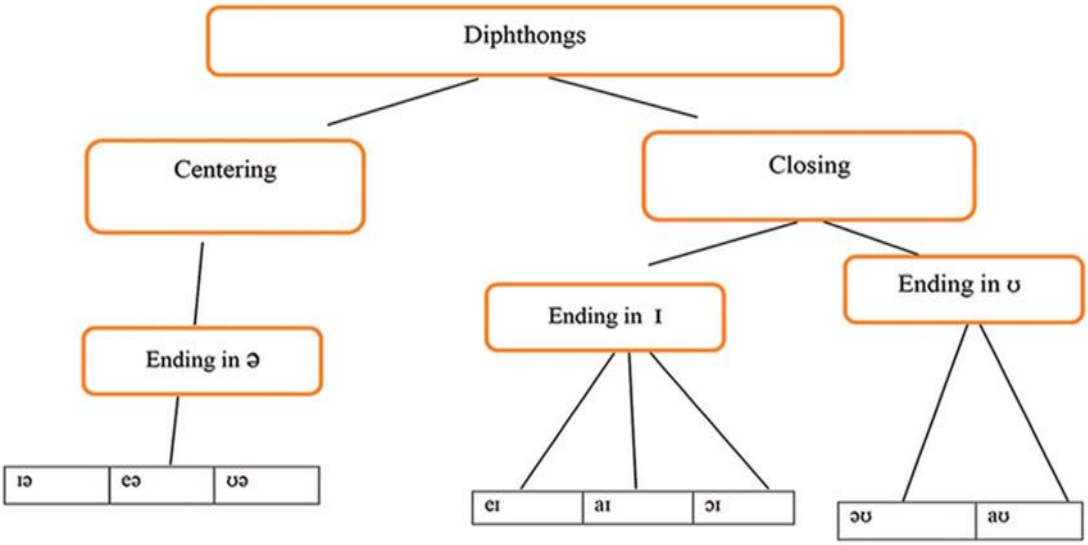

Figure (1) Diphthongs in English

The following is a description of the diphthongs we have in English depending on RP English, which the language used as a model for Iraqi EFL learners in Iraqi universities.

2.2.1. Closing Diphthongs

The following is a description of centering diphthongs with examples that illustrate them.

1. /aʊ/: A diphthong similar to “ow” that frequently results from letters (ou) and (ow) such as (brown /braʊn/, now /naʊ/).

2. /əʊ/: A diphthong similar to “boat” that frequently results from letters (ow), (oa) and (o) such as (slow /sləʊ/, moan /məʊn/).

The following chart is presented by (Shameem, 2012) to show the closing diphthongs.

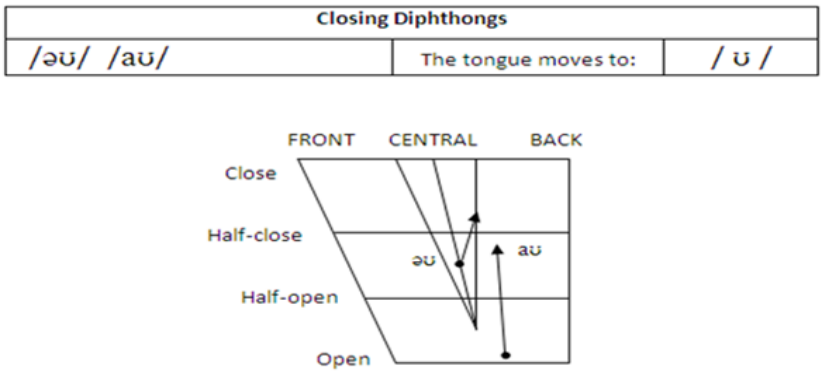

Figure (2) English closing diphthongs ending in / ʊ/

3. /aɪ/: It is the same sound in the word "eye" resulting from the letters (i), (igh), and (y) as in the words (crime /kraɪm/, and like /laɪk/).

4. /eɪ/: It is the same sound in the word “great”. It frequently results from the letters (ey), (ay), (ai/) and (a) as in words such as break (/breɪk/, rain /reɪn/).

5. /ɔɪ/: It is the same sound in “boy”. It frequently results from letters such as (oy) and (oi) as in words like (oil /ɔɪl/, toy /tɔɪ/).

The following chart is presented by (Shameem, 2012) to show the closing diphthongs.

Closing Diphthongs		
/eɪ/ /aɪ/ /ɔɪ/	The tongue moves to:	/ ɪ /

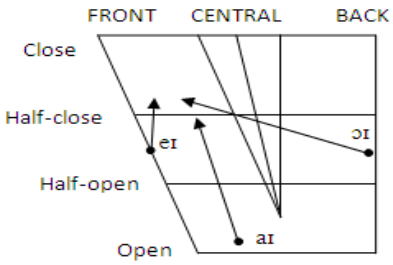

Figure (3) English closing diphthongs ending in /ɪ /

2.2.2 Centering Diphthongs

1. /ɪə/: A diphthong with a sound similar to "ear". It is commonly found in letters such as (ee), (ie) and (ea) as in the words (beer /bɪə/, near /nɪə/).

2. /eə/: This diphthong is similar to the one in "air". It is commonly found in the letters (ai), (a), and (ea) as in (lair /leə/, stair /steə/).

3. /ʊə/: This diphthong is similar to the one in "sure". It commonly results from the letters (oo), (ou), (u), and (/ue) as in the words (tour /tʊə/, pure /pjʊə/).

The following chart is presented by (Shameem, 2012) to show the centering diphthongs.

Centring Diphthongs		
/ɪə/ /eə/ /ʊə/	The tongue moves to:	/ ə /

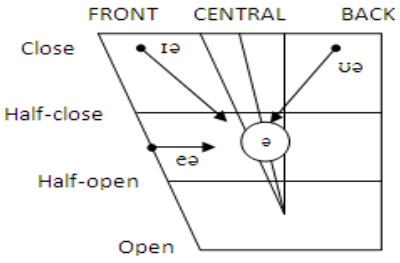

Figure (5) English centering diphthongs ending in /ə/

2.3 Previous Studies

As mentioned before, the idea that learners of English all over the world encounter various types of difficulties has been an undisputable fact. Upholding this fact, researchers directed their attention to these difficulties with reference to several variables and with relation to many linguistic and dialectal backgrounds. The following is a review of several studies related to acquiring English diphthongs by EFL and ESL learners. Some other reviewed studies are interested in the relationship between learners'/teachers' perceptions of the difficulties encountered and the actual performance of learners. The review starts with studies targeting Non-Arab leaners followed by studies on Arabs, and end with Iraqi learners.

2.3.1 Studies on Non-Arab Learners

Anwar and Kalisa (2020) explored problems Indonesian learners of English encountered in the English Diphthongs that are not found in their first language. The study acknowledged difficulties faced by learners in pronouncing English sounds in general and diphthongs in particular. These learners were reported to face greater difficulties when acquiring diphthongs that have no counterparts in Indonesian language such as "([ɪə], [ʊə], [eɪ], [eə] and [oʊ])". The researchers employed interviews and a production test to collect data. The study concluded that "the total average of the incorrect numbers of English diphthong sounds in pronunciation made by students was 69% which was categorized as fair" (p. 17). Moreover, the errors committed by participants were basically deletion errors, and this was ascribed to the fact that these diphthongs are not familiar to participants.

Ponidi, Sabarudin & Arasuli (2021) examined the pronunciation of English diphthongs by Indonesian 79 learners at university level. This study adopted a descriptive qualitative method. The data comprised words that show eight diphthongs thrice. The pronunciation was recorded and analyzed via Audacity speech analysis program. The study concluded that most learners suffered in the pronunciation of English diphthongs "[eɪ], [oʊ], [aʊ], [ɪə], [ɛə] and [ʊə]". Yet, they suffered less in the pronunciation of "[aɪ] and [ɔɪ]". Indrawati and Puspani (2021) and Pratiwi and Indrayani (2021) also both reported difficulties encountered in the pronunciation most English Diphthongs by Indonesians EFL learners. The diphthongs that were very difficult to pronounce were the centering diphthongs; however, learners had problems with closing diphthongs ending in /ɪ/.

Liang (2014) examined the pronunciation of English sounds including diphthongs as they were produced by Mandarin learners. This study analyzed the pronunciation of English diphthongs aiming at identifying problems that prevent learners from acquiring correct pronunciation. The participants were fifty informants, who were reported to confuse between long vowels and diphthongs. The study recommended special attention to be given in designing teaching materials and in teaching techniques to the acoustic differences between long vowels and diphthongs.

Demircioglu (2013) investigated the pronunciation of diphthongs by Turkish learners stressing the fact that English and Turkish are considerably different languages. These languages differ clearly in the articulation of several sounds, and this leads to lots of potential areas of difficulties. The study concluded that the difficulty in pronouncing diphthongs sprang from the special motor skills required in the pronunciation of diphthongs such moving the tongue and the jaw. Turkish learners are not familiar with these movements; hence, they are difficult for them to produce. This type of difficulty requires intensive practice on the part of learners to overcome these difficulties.

2.3.2 Studies on Arab Learners

Abker (2020) focused on difficulties encountered by Saudi learners of English in the pronunciation of diphthongs. The study reported that EFL Saudi learners do suffer when they pronounce English diphthongs. The author recorded (25) learners' a production test in which they were required to utter (25) words that contain several diphthongs. Another test was conducted where learners should classify diphthongs by assigning them into different columns. The study concluded that Saudis encountered most difficulties in producing centering diphthongs (/ɪə/, /eə/, /ʊə/), and a lower difficulty level in producing the closing diphthongs (/eɪ/, /aɪ/, /ɔɪ/), and closing diphthongs (/əʊ/, /aʊ/). The study recommends that learners should be offered more time and space for exercising centering diphthongs. However, the study recommends using dictionaries to attain correct pronunciation, which could not as effective as intensive and extensive listening courses given to learners as listening is the first step to develop pronunciation.

Farrah and Halahlah (2020) explored mistakes made by Palestinian English learners in the pronunciation of several sounds including diphthongs. The population of the study comprised (120) participants, who were asked to fill in a questionnaire, pronounce certain

utterances, and sit (a few of them only) for an interview. In the questionnaire and interviews conducted, learners express their opinions signaling most diphthongs to be difficult for them to pronounce. Of the reasons behind such errors, according to interviewee, is L1 interference in the acquisition of the FL. Lack of native exposure is another major reason named by interviewee.

Naji and Almakrob (2023) examined the pronunciation of British English vowels by Yemeni learners of English. The study employed Lado's (1957) and Flege's (1995) models to account for the production of (65) Yemeni EFL learners, who belong to levels of proficiency inn general English. The instruments used were a questionnaire and a production test. With reference to diphthongs, the study concluded that Yemeni's encountered difficulties in the centering diphthong /eə/; however, their accuracy in pronunciation increased with proficiency level increase.

2.3.3 Studies on Iraqi Learners

Al-Kan'aan (2014) conducted a study examining Iraqis', students and teachers, perceptual identification of English diphthongs. She considered the task of perceptually identifying sounds of an FL a tough task for EFL learners to do successfully. The study stressed the link between perception and production as learners produce well what they have perceived well and vice versa. She assumed that "this is mostly applied to the identification of vowels, in general, and that of diphthongs, in particular" (p. 29). The study aimed at shedding light on problems encountered by student teachers majoring in English in discriminating diphthongs and how the ability to do so is affected by L1 vowel system that could prevent them acquire an accent-free L2. The study concluded that "English diphthongs that show some similarity to the Arabic ones are much easier for the subjects to identify than those which do not" (p. 48). However, the participants face considerable difficulties perceiving most diphthongs with low correct percentages. Besides, L1 and FL differences, "lack of the appropriate exposure to a natively spoken L2, with the teacher as the only available model" (p. 48) is another important reason for this failure.

Yousef and Ameen (2021) analyzed mistakes comitted by Iraqi EFL learners in the pronunciation English diphthongs situated in multi-syllable words. To this end, (25) Iraqi EFL learners from the "department of English at Cihan University/ Slemani" (p. 17) were selected to take a production test, in which they were required pronounce (10) words

showing English diphthongs in various settings. The study findings obviously exposed that Iraqi EFL learners suffered a lot with diphthongs as they either mixed one for another or change the diphthong into a pure vowel.

Shaymaa and Rezqallah (2021) conducted a study to examine the difficulties Iraqi EFL learners encounter in producing English diphthongs in connected speech. The authors asked 4th stage college students to participate in a production test. The study reported difficulties in pronouncing diphthongs, bedsides other types of sounds that resulted in poor pronunciation that consequently leads to communication breakdown. Similar difficulties were also reported in several other studies as the ones arrived at in Shakir (2023), who mentioned several reasons for these difficulties. Of them is differences between L1 and FL/L2, and the possible negative L1 transfer. Another one is related to ineffective teaching styles used by teachers at schools. The author suggested that English language teachers should be regularly updated on recent effective teaching styles and techniques; especially those related to sounds transcription.

All of the previously reviewed that targeted various types of learners acknowledged the difficulties encountered in the pronunciation and perception of English diphthongs. They have tackled the topic from different angles as well including variations between the L1 and the target language, lack of native exposure, inappropriate teaching and learning techniques, etc. However, no previous study has examined the performance of Iraqi EFL learners with reference to their and their teachers' perception of the difficulties encountered by learners. Hence, the study starts with eliciting learners' and teachers' perception of the difficulties encountered in the pronunciation of diphthongs, and later examined the actual difficulties encountered in the pronunciation of Iraqi EFL learners. The data collected from the questionnaires in the first part and the data collected from a production test in the second part are compared to identify the learners' and teachers' awareness level. The results of this comparison will hopefully offer clear and more accurate expectations of which diphthong is or is not difficult to acquire. Consequently, both learners and teachers will be able to design their road maps to arrive at more intelligible and more nativelike pronunciation of English diphthongs in English language in general.

3. The Methodology

This study adopted an ex post facto design that examined EFL learners' performance without any attempt to manipulate the data obtained. The current situation of learners' and teachers' perception as well as the current pronunciation of diphthongs by Iraqi EFL learners are the two variables under investigation in this study. The study employed a quantitative method that relies on numbers, percentages, and difficulty rank orders, which are obtained via descriptive and inferential statistics. More specifically, the study employed two questionnaires so as to elicit teachers' (https://forms.gle/SJmHyJWzfv7X5yG9A), and learners' (https://forms.gle/bvbMBzNAJqjmQp5i9) attitudes in relation to the difficulties they think Iraqi EFL learners face when acquiring English diphthongs. To compare between teachers' and learners' perception on one hand, and actual performance on the other, an actual test was designed.

The data obtained from these instrument (questionnaires and production and identification tests) were first processed via descriptive statistics to identify in two rank order tables, one for teachers and another for learners, to arrive at the nature of difficulties encountered in the identification and pronunciation of diphthongs from the view point of teachers and learners. The results of the identification and production tests were also processed statistically to obtain a rank order table based on the actual difficulties encountered by learners. The last step was to compare between the tables referred to above to identify teachers' and learners' awareness level of the real problems experienced in the pronunciation of English diphthongs. The results of this comparison would hopefully help teachers and learners develop their teaching and learning styles and techniques to target real problematic areas and consequently teach better and pronounce better.

3.1 Study Samples

The samples used in this study were of three groups. The first group comprises 92 Iraqi EFL learners majoring in English language and its literature. They were third and fourth stage students from two English language departments in the University of Anbar; College of Education for Women and the College of Education for Humanities. This group of students were asked to respond to a questionnaire asking them to arrange diphthongs from the most to the least difficult based on their experience in learning these sounds. The second group consisted of 24 English language teachers with M.A or PhD degree in

English language. They were instructors working in the University of Anbar or in Anbar Education Directorate. These were also asked to arrange diphthongs from the most to the least difficult to identify and produce based on their perception of the difficulties Iraqi EFL learners may encounter in identifying and pronouncing diphthongs. The third group consisted of 10 Iraqi EFL learners randomly recruited from the bigger number of students, who participated in the questionnaire. They were asked to participate in an identification and a production tests aiming at showing the actual difficulties encountered by Iraqi EFL learners in identifying and producing English diphthongs to be compared with perceived difficulties reported in the questionnaires.

3.2 Data Collection Method

The first and the second questionnaires were presented to a group of English language students and a group of English language teachers. Both of the groups speak Baghdadi Arabic as their mother tongue. The questionnaires consisted of questions to elicit learners' and teachers' perception about these difficulties. The questionnaire contains some questions about the learners' expectation for their ability in perception and producing English Diphthongs with identification of sounds that are difficult for them to perceive or produce.

As for the second questionnaire, it was of two parts presented to a group of 24 Iraqi English teachers. The first part contains two questions, one of them about their expecting of the difficulty that the students face in perceiving the English diphthongs, while the second was if their students are facing any difficulty in producing these sounds, and what are these difficult sounds exactly. The second part was contains some information about the teachers who participate in the questionnaire their academic rank, Subjects they teach, Their Qualification and Years of experience in teaching English language.

In the identification and production tests, 24 words were presented to 10 students (for the full list words, see Appendix A). In the first test, participants were asked to listen to the words and identify which diphthong they have heard in each word. In the second test, participants were asked to pronounce the same list of words as they were shown to them in cards. Their pronunciation was directly recorded via a special type of noise cancelling microphone. In order to avoid any effect of familiarity with the words used, the researcher asked half of the participants to start with the identification test and the other half to start with production test. The identification test was scored by the researcher himself, while

the production test was scored by three experienced raters including the researcher himself.

3.3 Data Analysis Method

The two questionnaires administered on Iraqi EFL learners and teachers were processed by the researcher to obtain the times learners and teachers tick on each diphthong as being to identify and to produce respectively. Based on participants' responses, rank order difficulty was created for learners and teachers and in relation to identification and production respectively.

As for the actual identification and production tests, error counts and error percentages obtained after scoring learners' responses to the two tests were used to create difficulty rank orders for identification and production respectively. The ranking of English diphthongs from the most to the least difficult to identify and produce are going to be compared with ranking created based on the results of the questionnaires. This comparison aims to identify learners' and teachers' awareness level of the difficulties encountered in the identification and production of English diphthongs

4. The Results

The results of the current study are presented in this section starting with the results of the two questionnaires administered on Iraqi learners and teachers, and moving on to the results of the production test conducted on Iraqi learners.

4.1. Perceived Difficulty to Identify and Produce Diphthongs

Based on the results of the first questionnaire, learners expected difficulty in perceiving English Diphthongs. In response to the first question in the questionnaire, learners expected considerable difficulties in perceiving English Diphthong as 66.3% of the participants answered with "Yes", the rest of the participants (33.7%) denied having any problems with the perception of diphthongs. The second question requires learners to tick on specific diphthongs they believe to be difficult to perceive by Iraqi EFL learners. Based on learners' responses, a difficulty rank order was obtained that ranks diphthongs from the most to the least difficult to perceive as shown in Table 1 below.

Diphthong	Perceived Difficulty	Rank Order
/əʊ/	67%	1
/eə/	46%	2
/ʊə/	42%	3
/ɪə/	36%	4
/eɪ/	35%	5
/ɔɪ/	30%	6
/aɪ/	23%	7
/aʊ/	20%	8

Table 1 Difficulty Rank Order in Identifying Diphthongs based on Learners' Perception

It is clear in Table 1 above that the diphthong **/əʊ/** was perceived to be the most difficult followed by the three centering diphthongs **/eə/, /ʊə/**, and **/ɪə/.** On the other hand, closing diphthongs were perceived to be easier to perceive. However, difficulty in perceiving diphthongs was acknowledged in reference to all diphthongs.

As for Iraqi teachers of English, all of them acknowledged that learners encounter difficulty in perceiving all diphthongs with 100%. It means that teachers are fully aware of the problems their students face in learning diphthongs. In response to the question, in which teachers were required to specify diphthongs that are difficult to perceive by Iraqi learners, teachers believe that centering diphthongs are the most difficult to perceive. They also think that the closing diphthong /əʊ/ is also very difficult. Table 2 below shows difficulty rank order based on teachers' responses to the questionnaire.

Diphthongs	Difficulty in perceiving	Rank Order
/ʊə/	70%	1
/əʊ/	70%	1
/eə/	55%	2
/ɪə/	50%	3
/aʊ/	35%	4
/eɪ/	25%	5
/ɔɪ/	20%	6
/aɪ/	15%	7

Table 2 Difficulty Rank Order based in Identifying Diphthongs Based on Teachers' Perception

The first thing to be noticed in the ranking orders presented in Tables 1 and 2 is that both learners and teachers have almost the same perception regarding the most and the least difficult diphthongs to perceive by Iraqi learners. They agreed that the most difficult diphthong to perceive and produce is the one in the word "boat" /əʊ/. Similarly, both of them identified centering diphthongs /eə/, /ɪə/, and /ʊə/ to be of a high difficulty level.

As for perceived difficulty to produce English diphthongs by Iraqi EFL learners, both learners and teachers think there is considerable difficulty to produce English diphthongs. A percentage of 65.6 of the learners acknowledged problems in producing English diphthongs, while 34.6% reported no difficulties. As for teachers of English 100% of the informants believed that learners encounter difficulties in producing English diphthongs. Again, both learners and teachers are aware of the difficulties learners face in pronouncing these sounds; however, the level of difficulty was very much higher as perceived by teachers.

In the results of the perception test, informants were required to listen to the words that show the eight English diphthongs in thrice and identify on a sheet of paper the diphthong they have heard. In response to which specific diphthongs are difficult to produce by Iraqi EFL learners, participants referred to centering diphthongs to be the most difficult to pronounce. In the same vein, teachers believed that centering diphthongs are the most difficult to produce by Iraqi learners. Other diphthongs were rated to be of medium to low difficulty with slight differences between learners and teachers as shown in Tables 3 and 4 below.

Diphthongs	Difficulty in producing	Rank Order
/eə/	**60%**	**1**
/ɪə/	**58%**	**2**
/ʊə/	**55%**	**3**
/əʊ/	**49%**	**4**
/eɪ/	**35%**	**5**
/ɔɪ/	**33%**	**6**
/aɪ/	**30%**	**7**

/aʊ̯/	**28%**	**8**

Table 3 Difficulty Rank Order in Pronouncing Diphthongs based on learners' Perception

Diphthongs	Difficulty in producing	Rank Order
/eə/	**80%**	**1**
/ɪə/	**76%**	**2**
/ʊ̯ə/	**75%**	**3**
/əʊ̯/	**55%**	**4**
/eɪ/	**54%**	**5**
/ɔɪ/	**51%**	**6**
/aɪ/	**49%**	**7**
/aʊ̯/	**43%**	**8**

Table 4 Diphthongs Difficulty Rank Order in the Pronunciation based on Teachers' Perception

4.2 Actual Difficulty to Identify and Produce Diphthongs

The second part of the current study was devoted to investigate the actual difficulties faced by Iraqi EFL learners in the identification and pronunciation of English diphthongs. An identification test was first conducted to obtain a rank order difficulty based on the mistakes made by learners in identifying diphthongs. The participants were asked to listen to the words that have English diphthongs three times for each diphthong. They should listen and tick on a sheet of paper that has the full list of diphthongs based on what they hear. The recording of the words used in the test was made by a Native male speaker, who volunteered to participate in this study.

The responses of the identification test were processed by the researcher to arrive at correct and incorrect answers. Again, the closing diphthong /əʊ̯/, and the centering diphthongs /eə/, /ɪə/, and /ʊ̯ə/ were the most difficult to identify as shown in Table 4 below.

Diphthongs	Difficulty in identifying	Rank Order
/əʊ/	**82%**	**1**
/ɪə/	**75%**	**2**
/ʊə/	**72%**	**3**
/eə/	**70%**	**4**
/eɪ/	**60%**	**5**
/ɔɪ/	**55%**	**6**
/aʊ/	**43%**	**7**
/aɪ/	**30%**	**8**

Table 5 Rank Order Difficulty in Actual Identification of Diphthongs

The production test conducted in this study aimed to identify actual problems in the pronunciation of diphthongs by Iraqi EFL learners. The results of the production test are to be compared with responses given by learners and teachers in the questionnaires. The participants were give the list of words that provides English diphthongs three times each to be pronounced by Iraqi learners. Their pronunciation was directly recorded via a microphone and the pronunciation was directly stored in audio files. The pronunciation of learners was given to the three experts, who will decide on the accuracy of the pronunciation of diphthongs. The three experts' rating was changed into correct and incorrect values. A difficulty rank order was obtained. The rank order in provided in Table 6 below. The number of trials for each diphthong is 30, and the overall number of trials is 240 trials.

Diphthongs	Correct pronunciation	Incorrect pronunciation	Error Percentage	Rank order
/ʊə/	6	24	80%	1
/ɪə/	9	21	70%	2
/eə/	12	18	60%	3
/əʊ/	18	12	40%	4
/aʊ/	24	6	20%	5
/ɔɪ/	27	3	10%	6
/aɪ/	28	2	7%	7
/eɪ/	28	2	7%	8

Table 6 Difficulty Rank Order in Actual Pronunciation of Diphthong

Based on the results of the production test tabulated in Table 6 above, Iraqi learners suffered greatly with the pronunciation of the centering diphthongs with difficulty percentage ranging from 80% to 60%. Other closing diphthongs were well produced with error percentages ranging from 20% to 7%. Only the closing diphthong /əʊ/ was somehow difficult with 12 error counts and 40% error percentage. The production test results showed Iraqi learners' better ability to produce diphthongs compared to their identification in one hand, and to learners' and teachers' perception of difficulties encountered in the pronunciation of diphthongs on the other hand. This means that Iraqis were good at producing diphthongs; yet, they were not that good in identifying the same diphthongs. This is somehow surprising as perception often precedes production, and learners learn to perceive first and they learn to produce at a later stage.

One thing worth mentioning here is that participants in the production test tended to change one diphthong for another. They changed difficult unfamiliar diphthongs into easier more familiar to them. Moreover, they tended to change centering diphthongs into monophthongs, which are more familiar in their own L1. A diphthong such as /ɪə/ is oftn changed into the monophthongs /ɜ:, i:/ and the diphthong /eə / was replaced with the diphthong /eɪ/, while /ʊə/ was pronounced as /u:, o:/ and /əʊ/ as /aʊ/.

5. The conclusion

The study concluded that Iraqi EFL learners encounter difficulties in identifying and producing English diphthongs. The difficulty was reported to be the greatest with centering diphthongs. This could be for several reasons. The first is related to the perception of these diphthongs i.e. learners were exposed to incorrect pronunciation of these vowels and they develop their own pronunciation according to this improper perception. This requires more emphasis on improving teachers' pronunciation of these diphthongs as they are almost the only available models to Iraqi learners via whom they acquire the pronunciation of the FL sounds. The second reason could be related to L1 negative transfer, which impedes acquiring correct pronunciation of these diphthongs.

As for the issue of learners' and teachers' awareness of the difficulties encountered by Iraqi EFL learners, both learners and teachers acknowledged such difficulties. Moreover, teachers of English reported difficulties with all diphthongs, while Iraqi learners did so with some of them. However, both learners and teachers believed that centering diphthongs are the most difficult to identify and perceive. The actual identification and production tests confirmed the results of the questionnaire as they referred to centering diphthongs to be the most difficult to perceive and produce. Furthermore, participants claimed that the closing diphthong /ʊə/ to be among the most difficult diphthongs to perceive and produce.

The reason for the difficulties in identifying and producing centering diphthongs in addition to the closing /ʊə/ is that all of these diphthongs contain the /ə/, which is a vowel not available in the sound system of neither Arabic nor Iraqi sound systems. Yousef and Ameen (2021, p. 18) confirm that "most of the English diphthongs are rarely found in Iraqi accent and usually replaced by improper sounds found in their native sound system". What adds to the problem of pronouncing centering diphthongs is the fact that these diphthongs are altered to be monophthongs rather than diphthongs. The diphthong /ɪə/ is pronounced as /i:/ as in the word (here), and the diphthong /ʊə/ is changed to be /u:/ as in the word (poor). These changes made by native speakers of English in the pronunciation of these diphthongs results in less exposure to these sounds. Logically speaking, having less exposure to these sounds definitely leads to less practice and more problems. Ahmad and Meena (2021, p. 2919) conclude that "students who are deeply involved in English

language exposure and students who have created a sort of English language environment can speak more fluently".

The level of awareness learners and teachers of English showed in this study is very good as the difficulties perceived by Iraqi learners and teachers did matched the difficulties reported in the actual identification and production tests. However, this high level of awareness is not reflected on learners' identification and production abilities. Iraqi EFL learners are still lagging behind in the identification and pronunciation of English diphthongs based on the results of the actual tests conducted in this study. More attention is required from the Ministry of Education and the Ministry of Higher Education and Scientific Research in Iraq to training teachers on the pronunciation of English sounds in general and English diphthongs in particular. More exposure to native pronunciation should be provided to Iraqi EFL learners to compensate for the inadequacy of being taught by non-native teachers and in a non-native setting.

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Appendix (A)

Wordlist of English Diphthongs

No.	Diphthong	Word	Transcription
1	/eɪ/	Face	/feɪs/
		Day	/deɪ/
		Wait	/weɪt/
2	/aɪ/	Price	/praɪs/
		Right	/raɪt/
		Side	/saɪd/
3	/ɔɪ/	Choice	/tʃɔɪs/
		Noise	/nɔɪz/
		Boil	/bɔɪl/
4	/əʊ/	Boat	/bəʊt
		Most	/məʊt/
		No	/nəʊ/
5	/aʊ/	Cow	/kaʊ/
		Sound	/saʊnd/
		House	/haʊs/
6	/ɪə/	Near	/nɪə/
		Hear	/hɪə/
		Dear	/dɪə/
7	/eə/	Fair	/feə/
		Hair	/heə/
		Care	/keə/
8	/ʊə/	Tour	/tʊə/
		Sure	/ʃʊə/
		Poor	/pʊə/

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