King Saud University, Riyadh, the largest of its kind amongst the gulf countries is obviously a place of convergence and linguistic standardization where teachers and students of various socio-economic background from across the country get an opportunity to interact in English and in course of time approximate their pronunciation in English even the native model of English speech the Received Pronunciation (RP). Today’s English is essentially a global language and a prime medium of interaction in every field. Having considered this background, the emerging scenario of the English language teaching and learning, particularly the spoken form in the kingdom is a great matter of concern in the academic institutions

Consonants, deals with intralingua phonological conflict like the orthography of English and Arabic. Similarly, problems related to the vowels in both the languages used by the speakers.

**Supra-segmental** discusses about conveying several types of feelings in a speech environment. The prosody of the speaker is a vital issue and this chief component of effective speech has been analyzed on the basis of several live examples taken from day-to-day affairs from the surroundings of Riyadh, the capital city. Some of the findings prove that the environment of tone of a language is essential.

**Physiology of Speech (An Acoustic Approach)** is primarily an interdisciplinary subject concerned more with the sound energy of physics but it seems necessary for the verification of purposeful findings of the speech phenomenon in the connected speech of the Arab English speakers. It’s true that no sound is purely accurate in its organic form if transliterated from one language to another (here, Arabic-English) where the realization of each sound segment bears distinctive phonological mark in a bilingual connected speech.

*\*phonological and grammatical approach to the understanding of Arabic and English languages*

*\* Syntactic rules of both the languages based on phonological information*

*\* How to represent the phonology of a particular language*

*\* Phonological system and the theory of universal phonology*

*\* Use of a foreign language by learning it*

*# the speech segment of Arabic possesses physical properties. Some of the Arabic phonemes don’t have equivalent sounds in English and vice versa. The impact is that the production of each phonemes of the respective language doesn’t swap each other.*

*Thus the problem arises how general Arabic speakers can have the best training to pronounce words such as* ***beat, great and threat.*** *Reason is that the native speakers and readers of English build up the association of English sounds and spellings in the course of years of experience of reading and speaking the language but the learners of English as a foreign language for the most part has insufficient time to devote time to English. The only option before the learners is to do drill by a list of words like beat, eat , feat, heat, meat in order to practice the vowel phoneme /i:/=ea. This way, phonetic drills which are aimed at establishing unconscious associations between particular spellings and particular sounds. It might also prove to be a natural process of developing spoken skills through exposure and use of English.*

*FACTPRS: socio-biographical and psychological factors (shyness, sociability, introversion and anxiety and other situational factors. Speech productivity is liable to be influenced by socio-psychological factors such as the level of English proficiency and cultural familiarity with the topic.*

*# achieving the skill of balanced bilingualism is not impossible but difficult…… a speaker who has a native like ability in two languages is an idealized and competent bilingual speaker.*

* *Writing Things the Way They Sound: o****rthography*** *(from Greek stems: ortho- 'correct', graphy 'writing').*
* *English spelling conventions and system to suggest how a word is pronounced.*
* *low vs. cow vs. bow, row, sow* 
  + *sound, cow, bough*