

Vowel Lengthening in the Iraqi TV Programme *My Family Wins*: A Phono-Pragmatic Analysis

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إطالة حروف العلة في البرنامج التلفزيوني العراقي عائلي تفوز: تحليل صوتي عملي

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Abstract

This study tackles the vowel lengthening in the Iraqi TV programme *My Family Wins*. Vowel length refers to the duration or length of a vowel sound in a spoken language. It can vary in duration, with some vowels being pronounced for a longer period of time than others. The problem of this study is that vowel length can lead to misunderstanding. It is phonemically contrastive, misinterpreting or mispronouncing. This study aims at presenting and analyzing some examples of vowel lengthening from the Iraqi TV programme *My Family Wins* and identifying the purpose of this device. Accordingly, it hypothesizes that this phenomenon can be a clue in understanding the meaning of the words and phrases or it can accomplish different functions. This study selects eighteen samples of words and phrases that had been used in the Iraqi programme *My Family Wins* to be analyzed phono-pragmatically. The model adopted for this study is Al-Jazary (1981). This study concludes that this device is not arbitrary, but it can perform intended and specific functions according to the situation, such as exaggeration, exclamation, success, admiration, frustration, emphasis, provocation or disagreement. It can be as evidence for the perception of speech and has a role in speech community because it is expressive.

Keywords: Vowel sound, length, function, speech style, duration

المستخلص

تستعرض هذه الدراسة موضوع إطالة صوت العلة المستخدم في البرنامج التلفزيوني العراقي عائلي تفرج. يشير هذا الموضوع الى مد صوت العلة في اللغة المتكلم بها (اي اللغة المنطوقة). حيث يمكن ان يكون تنوع في المد ببعض اصوات العلة، حيث تلفظ بفترة زمنية اطول من غيرها. تتمحور مشكلة هذه الدراسة الى ان اطالة صوت العلة قد يؤدي الى سوء فهم الكلمة والى تناقض صوتي وقد تفسر بشكل خاطئ او ربما يعتبر نطق خاطئ. تهدف هذه الدراسة الى استعراض وتحليل بعض نماذج اطالة صوت العلة في البرنامج التلفزيوني العراقي عائلي تفرج وتحديد الغرض من استخدام هذه الوسيلة وبناءً على ذلك، تقترح هذه الدراسة الى ان هذه الظاهرة قد تستعمل كدليل في فهم معاني الكلمات والعبارات او تستطيع ان تؤدي وظائف مختلفة تتنقي الدراسة الحالية ثمانية عشرة نموذجاً من الكلمات والعبارات والتي استخدمت في برنامج عائلي تفرج ليتم تحليلها بطريقة صوتية وبراماتيكية (عملية) ان النموذج المعتمد في دراسة هذا الموضوع هو الجزائري (١٩٨١) ومن النتائج التي توصلت اليها هذه الدراسة هي ان هذه الوسيلة لم تستخدم بشكل اعتباطي ولكنها تقوم بوظائف مقصودة ومعينة حسب متطلبات الموقف حيث يمكن ان تعبر عن المبالغة والتعجب والنجاح والأعجاب وخيبة الأمل (الأحباط) والتأكيد والأثارة او عدم الموافقة. من الممكن ان تعتبر او تستخدم هذه الظاهرة كدليل في فهم الكلام وكذلك لها دور في التخاطب في المجتمع وذلك لأنها طريقة معبرة وكرسالة لأدراك الموقف. الكلمات المفتاحية: صوت العلة، الأطالة، وظيفة، اسلوب الكلام، مد الصوت

1. Introduction

Vowel length is a perceptual strategy employed by the speakers to increase the intelligibility and clarity of the vowel. It occurs due to the change in the articulatory gestures requiring in producing the vowel sound. It is a phonemic property which differs from language to another and can carry various meanings depending on the language and context. In some languages, it is phonemic meaning which can alter the meaning of a word. The problem of this study is vowel length can lead to misunderstanding. It is phonemically contrastive, misinterpreting or mispronouncing. It can lead to misunderstanding or to another word. It can vary across dialects and regional varieties of a language. The duration of vowel sounds can be affected by different elements like stress, adjacent consonants and connected speech. It needs careful instructions and practice to develop the necessary skills for distinguishing and producing different vowel duration. This study aims at selecting and analyzing some examples of vowel lengthening from the Iraqi TV programme *My Family Wins*. It also aims at identifying the functions of this phenomenon, investigating its role in the words, presenting pedagogical participations and reaching at findings and conclusions. This study hypothesizes that vowel length can perform an important role in the Iraqi dialect, it is a perceptual strategy utilized by the speaker to increase the intelligibility of the vowel. The model adopted for analyzing this study is Al-Jazary's study (1981). Eighteen words and phrases are selected from the programme *My Family Wins* to subject to the analysis of this vocalic device. This study concludes that this way is deliberately used by the programme presenter to accomplish different functions. It forms an important aspect of language. It helps in creating interesting atmosphere and activates the subscriber. It can amplify the sense of the words and achieve special goals.

2-Literature Review

This study presents the subject of vowel lengthening. It displays its definitions, principles, vowel length connects to stress, its purposes and some examples of vowel length in the Iraqi programme *My Family Wins*.

2.1 Definition of Vowel Length

Lehist (1970:9) states that duration represents the time dimension of the acoustical mark. It is a physical link of the timing of the articulatory serial. Vowel length is a cognitive merit that shares in the realization of a speech sound. Duration is a physical merit forms the measurable duration of speech sound from the articulatory and acoustic view point. The terms vowel length and vowel duration are sometimes used synonymously because no difference has been viewed by the writers concerned (Al-Jazary, 1981:8). In phonetics, vowel length is the physical duration of a sound and utterance. In phonology, this phenomenon refers to the proportional durations of sounds and syllables when these are linguistically contradictory; also referred to as quantity. Sometimes, the term of vowel length is confined to phonological contexts. The phonetic dimension being referred as "duration". Languages often have one degree of phonological length or more than one (Crystal, 2008:273).

2.2 Principles of Vowel Length

The duration of vowels and of the final consonants include a specific and staple effect on the grasp of voicing. There are two types of phonetic conditioning elements that influence the vowel duration, which are intrinsic conditioning elements and segmental conditioning elements. The duration of a distinct vowel is influenced by the preceding and following consonants. The phonetic type of a vowel includes a specific role in signaling the duration (Al-Jazary, 1981: 20 and 36). The duration of vowels appears to be related with tongue height, a high vowel is shorter than low vowel. The differences in vowel length according to degree of opening are physiological conditioned and form a phonetic universal. The size of the mouth opening has a relation with the duration of vowels and inversely connected to tongue height. Since the inveterate duration of vowel has been related to its tongue height, the tongue height and jaw opening seem to be attached in non-compensatory process of pronunciation. There is also an approximate relation between vowel duration and mandible position (Ibid, 38 and 48). In most languages, vowels are shorter before voiceless than before voiced consonants. Languages use intentionally various vowel length reinforce auditorily the closure duration as a reference to voicing distinctions. By the basic of durational contrast, a long vowel should make a short closure interval seen even shorter and more voiced. Vowel duration includes robust influence on vowel identification (Kluender, 1987 :152). The vowel preceding (p, t, k) are much shorter than before (b, d, g). The great difference between such pairs of words is in the vowel length, not in the voicing of the final consonants. So, the words (seat) /si:t/ and (seed) /si:d/, when the fortis consonant follows the preceding vowel, this vowel will be shorter than when a lenis follows. The vowel duration seems to shoulder the accountability of contradictory final plosives by shortening before (p, t, k) and lengthening before (b, d, g) (Gimson, 1970) and (Rojczyk, 2007: 241). Dicanio and Whalen (2017: 30) point out that the patterns of duration differ from one language to another. Arabic language is one of the languages which has phonemic length distinctions. English is not considered to have phonemic length. In English, the variation

may be according to stress, speaking rate, potential properties and phonological environment. Durational values of vowels vary based on their place and manner of articulation while uttering. The disparity of vowel lengthening may demand variations in vowel features. The speech style can influence the articulation of the vowel. In narrative speech, long vowels subject to more duration compression than short vowels do. Cross linguistically, the kind of the vowel may be as an additional clue to distinguish dissimilarity (Ibid : p.1 and 3).

The durational differences across vowels are partially restricted by physical features of acoustic system. Vowel voicing is modulated by phonetic and prosodic elements. The duration of a vowel is affected by voicing and manner of the following consonant. It is also influenced by features of prosodic environment such as lexical and phrasal stress, distance from a phrasal boundary and the number of segments in a word and speech rate. The diversity in vowel duration is phonologically dependent as clue by serious differences in vowel duration across English dialects and languages. In some state, vowel duration tampers may lead English listeners to re-explicate the voicing value of the coda consonant as in hearing leave as leaf when the vowel was shortened. Duration refers to the length of time required in the articulation of a sound or syllable. In speech, the complete duration of sounds is dependent to total extent on the great tempo of speaking (Tanner et al 2019: 2) , (Swingley, 2019:303) and (Crystal, 2008: 159) Vowel sounds differ from one language to another according to their qualities and duration. The features of vowel may differ because of different consonantal environments. The duration of vowels before voiced consonant is longer than voiceless consonant. Voiceless consonants need larger force to be produced than voiced consonants which shorten the preceding vowel. This voicing effect can be noticed in English vowels, such as (beat) [bi:t], versus (bead) [bi:d]. The duration in General American vowel sample is not phonemic and differs because of speech habit and it is influenced by the nature of the following consonant (Al-Habshan and Al-Sager, 2022: 1050) The voicing effect is unstable. It varies according to multiple phonetic elements, like a variety of speech rates and the speaker's fast talk reducing the voicing effect. In all languages, the height of the vowel is one of the universal elements which affects vowel length (Ibid:1051).

2-3 Vowel Length Connects to Stress

The relative lengths of syllable help in illustrating the stress. Lengthening can be as a means of recognizing the stress or more accurate or more certain articulation of vowels or the consonants involved. Long syllables carry stress more than short vowels, and syllables include long vowels are always stressed (Trubetzkoy, 1969:188), (O'Connor, 1973:198) and (Ladefoged, 1975:97). Vowel length has been connected to stress the word level. The vowel length is an effective sign in the perceptual comprehension of word stress. In many languages, stressed syllables are heard as longer than unstressed syllables (Al-Jazaray, 1981:47).

2.4 The Purposes of Vowel Length

The goal of lengthening the vowel is to make it largely different from its corresponding short vowel. It is made intentionally by the speaker and physiologically regulated (Al-Jazaray, 1981:47) Duration can be used as an evidence to indicate a phrasal boundary (utterance – final – lengthening) or to underline/ focus the basic element in an utterance (accentual lengthening). At the same time, duration can be used on a segmental level to recognize one word from another (phonemic contrast). For example, Australian English depends on vowel duration contrasts to phonemically recognize the word cart /ka:rt/ from the word cut /k^t/. Interaction of vowel – length, utterance position (Cox and Demuth, 2012 :2) Languages use phonetic duration to identify various types of meaning such as emphasis. For example, English speakers say she's sooooo cool to emphasize the degree of their belief. To indicate a lexical contrast, short/ long contrasts are well established in literature. This duration is emphatic lengthening (Braver et al, 2014: 5) The function of vowel lengthening is to convey a strengthened meaning as in "loooong conversation". The lengthening of vowel is made to recognize words the speaker considers as remarkable to comprehend. This lengthening is not successful for all adjectives such as "shooort" (Guerrini, 2020: 1).

3-Previous studies

The purpose of exhibiting these studies is to display what has been done by different researchers about this subject. This section presents some important aspects such as aims, hypotheses, model and important conclusions.

3.1 Rojczyk (2007)

This study entitled (English Phonetic Vowel Shortening and Lengthening as Perceptual Active for the poles) demands to look into phonetic vowel shortening and lengthening before a fortis and lenis plosive as the phonetic

process which functionally existing in English and absent in Polish. It encodes to ensure if speaker of Polish whose phonetic regulation has no vowel lengthening variation can grasp the shortening and lengthening of a vowel in English. It hypothesizes that underlying the studies on auditory comprehension is a simple verity that linguistic sounds are means of conveying meaning. The model adopted for this study is Roach (1991) It properly concludes that English partly devoiced plosives are comprehended more valuably word- finally than word-initially by the poles. What looks to be accountable for the fact is the preceding vowel length duration. That leads to the conclusion that the poles, whose phonetic system does not utilize the vowel length variation, can somehow read it as meaningful evidence to the voicing and voicelessness of the following plosives.

3.2 Burhauddin (2009)

This study is entitled (A Phono – Pragmatic Analysis of Vowel Lengthening in Arabic with Reference to English). It aims at studying the vowel length linguistically. Presenting the analyses of some texts from the Glorious Qur'an on the phonological and pragmatic principles depending on a phonological and pragmatic theory. It hypothesizes that syllable structure includes an important role in marking the duration of vowels. Vowel lengthening can participate in the meaning of utterances and this property must be dealt pragmatically. Vowel lengthening can perform multi functions. The model adopted is a synthetic model. The model adopted in analyzing the texts is Ibn Kathir This study concludes that vowel lengthening affects the meaning of utterances. So, a phono- pragmatic study looks to be a proper linguistic approach for providing an in –depth study vowel lengthening. Context is also a determined factor in the study of vowel lengthening. Different functions can be performed by vowel lengthening like threat, warning, recognition, emphasis, glorification etc.

3.3 Dicanio and Whalen (2017)

The title of this study is (The Interaction of Vowel Length and Speech Style in Arapaho Speech Corpus). This study aims at studying the effect of known vowel length and speech style on vowel production in an Arapaho speech corpus. It hypothesizes that cross linguistically, vowel length contrasts may demand change in vowel quality, vowel length, style affects vowel articulation. The model The model adopted for this study is Mooshammer (2008) This study concludes that length shares more strongly to differences in duration and vowel quality, where short vowels more centralized and long vowels more marginal. The impact of speech style is asymmetric; long vowels subject to more duration pressure in narrative speech than short vowels do.

3.4 Wade (2017)

The title of this study is (The Role of duration in the perception of vowel merger). It aims at checking the role of duration in perception in two communities: Youngstown, OH, that exhibit multiple samples of merger and distinction among POOL-, PULL and POLE- class words, and Burlington, VT, whose residents are largely unmerged.

It hypothesizes that duration may function as a diverse mark among spectrally- merged or near- merged vowel classes. This study depends on Praat(Boersma& Weenick 2016) was the essential analysis software used for all measurements This study concludes that alternation evidences like duration may not only contribute a role in contrasting vowel classes but can also take part in the production – comprehension asymmetries which define linguistic phenomena like near- merger and should be deemed in studies of phonemic contrasts.

4-Methodology

This section presents the steps and procedures of selecting this device from the programme My Family Wins to fulfill the objectives of this study. This study presents eighteen words and phrases from the Iraqi TV programme My Family Wins. This programme exhibits this device clearly because the presenter wants to achieve specific purposes.

4.1 Model of Analysis

The model of analysis is Al-Jazary 's study entitled (An Experimental Study of Vowel Duration in Iraqi Spoken Arabic) (1981). This study aims at answering the question whether factors governing the systematic variation of vowel duration are phonetic – universal or language particular phenomena. The hypotheses reviewed are articulatory distance, force of articulation and articulatory energy expenditure, contrasting aerodynamic conditions laryngeal adjustment, temporal compensation and closure transition. The acoustic findings have been subjected to amyodynamic and aerodynamic investigation. The model adopted for this study is Roach's study (1978).

4.2 Procedures of Analysis

The procedures followed in analysis are as follows:

- 1- Watching the programme of My family wins and tracing the selected strategy in presenting and continuing the episode.
- 2- Selecting the words or phrases with vowel lengthening.
- 3- Recording the words and phrases for the study.
- 4- Checking the situation or occasion for using this device.
- 5- Analysing the reaction of presenter, subscriber or audience.
- 6- Identifying the practical function of using this way.
- 7- Recording the hearer's response .
- 8- Identifying the influence of this strategy.
- 9- Presenting the results of this technique.

5-Data Analysis

The analysis of the following texts is according to the culture of the Iraqi society. In the following contexts, the presenter uses vowel lengthening to serve multi functions as shown below:

Text (1): (yaaaaaa salaaaam, /y^{aaaa}sal^{aaaa}m/- ياااااا سلاااااام) means (great). The vowel length in these two words is placed on the final of the first word and on the middle of the second word. It serves as a vocal expression of the presenter's excitement and valuation for the subscriber's answer to a question. He expresses his exclamation in this way. The presenter gives the subscribers positive reinforcement to encourage, activate them and create a positive atmosphere within the episode. He lengthens the vocative particle and noun. The length of the vowel in these two words is used many times in the episode.

Text (2): The second text includes (saheeh /s^hiiiiiii:h - صحيح). It means (correct). The length of the vowel lies on the middle of the word. It is also said by the programme presenter to the subscriber. It is used to function as a form of emphasis or exaggeration for the correct answer. The presenter is conveying a sense of emphasis or intensity. He uses specific tone or style.

Text (3): The subscriber says (laa / laaaaaa: / -|||||||لا) It means (no) after the wrong answer. This indicates frustration, regret or disappointment. It serves as a vocalized reaction to acknowledge the mistake and convey a sense of personal dissatisfaction with the result. The extended vowel sound is used to confirm the intensity of the subscriber's negative emotions. It can add a dramatic and theatrical element to the response, attracting the interest of the audience, evoking a shared experience, creating a moment of sympathy and highlighting the importance of the mistake.

Text (4): This text includes the word (rawaaaaa, raaa'/raaea/-/rawaa/رووووةـــــرااااااع). It means (splendid). The vowel length is placed in the middle of these two words. These two words are repeated many times by the presenter as a reaction to announce his expressive exaggeration about the subscriber's splendid answer. This technique is being used to show the appreciation and acknowledge the correctness of the response. This vowel length can function as a form of exaggeration in specific speech samples which can convey meaning. It can change the meaning of the words in certain context. This usage is more linked to prosody and intonation rather than the grammatical properties of a language.

Text (5): (woooooooo /wu:/, (ووووووو)). The length of these sounds is placed on all them. This group of lengthened sounds is pronounced by all audience to express the vocal expression of disappointment or distrust. The prolonged 'wooooo' sound indicates a sense of disagreement. It is a common way to express rejection or astonishment during the live events. This phenomenon yields a significant essential positive or negative effect.

Text (6): The following text is (mabroooook, /mabru:k/, مبروووووك). It means (congratulation). This word receives middle vowel length. The presenter uses this device not arbitrary, but to increase the meaning of congratulation. It can express joy and well wishes for the subscriber's fulfillment. It is linked to successful implementation or completion of the task. This phenomenon is used to evoke the response, motivate and encourage the subscriber for the exact situation. In many times, this physical device highlights power and achieves many goals in our life.

Text (7): (Yaaaaaaa Elaahi/ yaaa elaaahi/-ياااااااا الـــــه). It means (Oh, my God). The length of the vowel is located on the end of the vocative article and on the middle of the second word. The programme presenter expresses his exclamation or surprise after the great answer. This phrase is common in Arabic. It is used in this way to emphasize the intensity of the exclamation. The vowel length is linked with the size of the mouth opening and tongue height. So it is used deliberately.

Text (8): (Ghalttaaaaaan /gʰaltaaaa:n/- غلطاً) . It means (you are wrong). In this text, the vowel length is on the middle of the word. The application of this technique functions as a declarative expression for the answer of the

question. It is a direct response. It is certainly used by the presenter as a way of expressing disagreement or correcting subscriber's answer or opinion. The elongation of the sounds is a stylistic choice. It is done by the mandible position.

Text (9): (Ten millioooooon dinaaaaaars /ten milj^{oo}n dinaaa:rz/ - عشرة مليووووون ديناااااار -). Two words receive length on the middle of them. The presenter announces the result and presents the gift of the programme. So in this situation, this device can express the pleasure, surprise, and announcing blessings. He highlights the importance of the sum of money. This is a stylistic choice rather than carrying certain meaning.

Text (10): (maaatha/m^{aa}aatha - ماااااااااا). It means (What). The location of vowel length is on the middle of the word. The presenter elongates the vowel of the word to announce the beginning of the question and pay attention the subscribers. It is pronounced for a long duration than its standard pronunciation. He varies the functions of this phenomenon according to requests of the situation of the episode. This reflects his harmony and his ability to complete the programme successfully.

Text (11): (hilu / hiluuuu: - حلووووو -). It means (beautiful or nice). The vowel length is applied on the final of the word. This word is used by the presenter to function as admiration after the correct answer. It encourages the subscriber and helps him/ her to continue. He uses prolonged pronunciation to convey a heightened sense of enthusiasm or approval. The elongated vowel sound is employed to emphasize the presenter's positive reaction. This kind of pronunciation is commonly used in informal speech or in situations where the presenter wants to express extra excitement or evaluating for something.

Text (12): (Bravoooo /bra:v^{oo}oo - برافوووووو). It means (bravo) This word is used by the presenter in more than one episode to function as enthusiasm, provocation or consent. The presenter supports the subscriber's positive answer. It is a stylistic selection to convey a redoubled emotional reaction. It is an English word, but used as a loan understood word. The listener can distinguish this way because its articulation and orthography are different from the usual word.

Text (13): The second English word is (woow- /waau / وواااااااا), (wow) is widely used by the Iraqi people. The programme presenter uses this expression to express his surprise, excitement or admiration. He uses this style to fascinate the attention of the audience and inspire a sense of enthusiasm. He deliberately aims to address the listener and confirm the positive aspects of the programme.

Text (14): (raaaaaen/ rad3aeen/ رجااااااااا). It means (please). The vowel length is applied before the glottal stop. The presenter uses this word while waiting for the result of an answer from the computer. It serves to create suspense and generate anticipation in the audience. This way can add a sense of drama and excitement to the moment, as the presenter emphasizes the significance of the upcoming result. By elongating the vowel sound in this word, the presenter confirms the eagerness, adds a personal touch to his question, conveying the loyal willingness for the positive response and increases the emotional impact of the moment. This way reflects the presenter's attention with the episode. It is full of competition between the two teams.

Text (15): (wijudokum mudhea'a /wud3udukum mudea/- وجودكم مضييييييىء). It means (your presence is luminous). The vowel length is on the pre-final syllable of the word. It is on the predicate of the sentence. This text includes a declarative sentence. It is a unique and personal expression used by the presenter to be a praise directed to the subscriber to indicate that his/her sharing stands out positively. In this sentence, the use of vowel length is a metaphorical way of confirming the impact or indication. This phrase depends on the particular situation. The vowel length is on the predicate of the sentence.

Text (16): (eeeeee - ايسيسيسيسى). It means (yes). This vowel length is placed on the final sound of the word. This Iraqi word with elongated vowel indicates a great agreement for the answer of the question. The presenter creates a lively atmosphere. He does a greater articulatory effort. This word appears to be a creative and distinctive way for the presenter to acknowledge and celebrate the right answer given by the participant. The listener's perception is guided by this way.

Text (17): (walaakin /wa laakin/- ولاااااااااا). It means (but). The vowel length is on the middle of the word. The languages which include phonemic vowel length, where the vowel can change the meaning of the word. It is a device to differentiate between words or to convey nuances of meaning. The presenter utters this word to indicate that the answer is not true completely or there are other aspects related to the answer. The native speakers are aware of the recognition between short and long vowels.

Text (18) (mumtaaz /mumtaaz/- ممتازااااااااا). means (excellent). The vowel length is placed on pre-final of the word. This word is used by the presenter after the subscriber's correct answer to indicate the success. In this case, the length tends to receive more prominence or emphasis in speech. He encourages, motivates the subscribers

and intensifies their appreciation. He glorifies the scene. This technique conveys a higher level of excitement and admiration.

6- Results of Analysis and Discussion

This study attempts to investigate the impact of the procedures of vowel length on the perception of the response.

1. This vocal achievement is almost used by the presenter to perform an intended function.
2. It is found in different positions of the word, (initial, medium, final).
3. It is recognizable for the hearer. The presenter used it as a motivating device.
4. It is used to perform various functions according to the situation, such as exclamation, emphasis, exaggeration, frustration, success, admiration, disagreement, pleasure, provocation and anticipation.
5. Its use in the episodes is understood. It clarifies the speech, creates significant effect and denotes an idea.
6. All these possibilities can be because human hearing system is highly sensitive. According to the Iraqi dialect, vowel length does not submit to fixed phonological or lexical constraints.
7. It is influenced by the regional accents, cultural norms and personal speech patterns.
8. The presenter uses this way as a message for the receiver to grasp the goal of words or phrases.

7-Conclusions

The following conclusions can be drawn in the light of the results of the study based upon the samples the researcher's observation while tracing the episodes of the programme.

1. Vowel lengthening is a private feature of spoken language. It makes the subscribers have highly motivation and desire to respond and take part in the programme.
2. It is not arbitrary device ,but it can perform intended and specific functions according to the situation, such as: exclamation, exaggeration, emphasis, frustration, provocation , success, admiration or disagreement.
3. Vowel lengthening is effective, beneficial, teleological and helps in creating interesting and specific atmosphere.
4. This device is fruitful and successful because it helps in recognizing the intended meaning.
5. It can amplify the sense of the word and can achieve great goals.
6. It plays cognitive and social parts. It is an interesting and important aspect of language. It is a way of communication and reaction.
7. This device serves as a clue for the perception of speech and has a role in the speech community because it is expressive.
8. It may differ according to the norms of the language and communities.

8- Pedagogical Implications

1. Vowel lengthening can be used as a technique to help learners improve their pronunciation skills. By focusing on elongating vowel sounds, learners can develop better control over their articulation and produce more accurate and natural –sound vowels.
2. Teaching vowel length can benefit learners in reading and writing. Understanding the role of vowel length in the orthography and prosody of a language which can improve reading fluency.
3. Vowel length can help the learners to differentiate between short and long vowel sounds as a significant pattern of phonemic awareness. Students need to grasp and produce these distinctions to develop a strong foundation in phonics and reading skills.
4. It can play a great role in prosody, which refers to the samples of stress, intonation, and rhythm in speech. By practicing vowel lengthening, learners can develop a better sense of rhythm and intonation in the target language, leading to more fluent and expressive speech.
5. It can also have implications for reading and listening comprehension. By being aware of vowel length, learners can better understand and interpret written texts and spoken language. Vowel length can convey important information about meaning, emphasis, or emotion.
6. It can also have implications for understanding stylistic variations in language. Exploring stylistic variation can help learner's understanding of the language and its cultural context.

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