

DIFFICULTIES IN TEACHING ENGLISH PRONUNCIATION TO IT STUDENTS

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ABSTRACT: Since English is a universal language, learning the language has become a trend. Nevertheless, after spending a great deal of time studying, a lot of students still struggle with English pronunciation. They frequently miss the mark while communicating in English, and vice versa—people are unable to comprehend what native speakers are attempting to communicate.

KEYWORDS: English, communication, study, language.

INTRODUCTION: How to accurately and efficiently practice pronunciation is an issue shared by many English language learners. Pronunciation accuracy has always been crucial for learning how to communicate in English; it will help you in the following ways:

1. Giving listeners information in an understandable and efficient way.
2. Developing English Listening Skills
3. Once you start talking, act in a professional manner.

Common speech errors made by English pronunciation to IT students.

Every language on the planet, including English, has unique phonetic traits. Because the intonation of English is different from that of their native tongue, learning how to pronounce words correctly can be challenging for learners. In summary, when learning to enunciate the language, English language learners usually run into the following problems: [1;31]

Pronouncing consonants that are foreign to your mother tongue with difficulty

English contains a large number of unique syllables that are absent from other languages. For instance, there are consonants, final sounds, and so on in English. If these sounds aren't spoken correctly, listeners are likely to misunderstand the speaker.

Learners pronounce sounds in their mother tongues according to habit. Because of this, people find it difficult to control their lips, teeth, tongue, and other muscles that produce sound when pronouncing words correctly in English.[1;33]

Wrong pronunciation



ISSN (E): 2181-4570 ResearchBib Impact Factor: 6,4 / 2023 SJIF(2023)-3,778 Volume-2, Issue-1

Stress is thought to be an essential part of learning how to pronounce words in English. A typical English word consists of many phonemes. Certain sounds should be stressed, while some sounds should be mellowed. Stress frequently changes a word's definition. Although the spelling of many English words is the same, their meanings vary depending on where the stress is placed. Not every language, nevertheless, has stress. For this reason, mastering English pronunciation is often hampered by having the "wrong accent." [8;36]

Incorrect intonation

In addition to stress, intonation is very important in English. Intonation expresses emotions while also conveying the meaning that the speaker wishes to convey. In English, there are several types of intonation. Changing the way the speaker's voice rises and falls can alter the meaning of the message he wishes to convey. All of the above pronunciation issues are minor, but they all play an important role in practicing English pronunciation. Many English learners admit to feeling tired and helpless because they can't control their lips to pronounce English correctly. Therefore, they don't know how to improve their own limitations when pronouncing English.

To overcome the common problems in practicing English pronunciation, English learners need standard pronunciation training techniques, and a simple, easy-to-understand method. [8;45]

3-stage technique

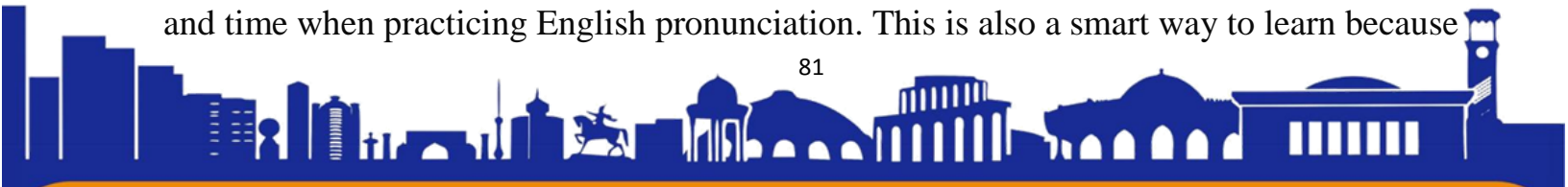
When using this technique, learners must hold the sounds for 3 seconds – for 1 second and then return to natural speed. When combined with visual instruction videos, the 3-stage pronunciation technique will assist learners in practicing correct pronunciation, learning how to control their lips and tongue, and creating sound vibrations..

“Sound Grinding” Technique

The “Sound Grinding” Technique, as the name implies, will assist learners in “sharpening” their voice in order to speak with a fluent intonation like a native while also developing English listening skills. Each syllable in English will be trained at various points: in the word, in the sentence, in each context, and with different words.

80/20 Pareto Principle

The 80/20 Pareto Principle has been around for a long time and has a wide range of applications. GOGA uses the 80/20 principle to help learners save up to 51% of their effort and time when practicing English pronunciation. This is also a smart way to learn because



it allows you to “learn less and understand more” and achieve higher efficiency than traditional English learning methods. It is estimated that 20% of the initial effort will ensure 80% of the overall success of the learning process.

When practicing pronunciation with GOGA, you should learn 20% of the core syllables, which can then be used to easily practice the remaining 80% of syllables. There are 8 syllables in English that are frequently mispronounced. First, you should only practice the pronunciation of one sound per day. When you know how to control your mouth shape, you will be able to practice the remaining syllables more easily and improve your pronunciation every day. [2;78]

There are many factors that make teaching pronunciation a challenge for teachers and can be divided into internal and external challenges. Internal challenges consist of a lack of confidence, a lack of sufficient knowledge, and pedagogical issues. On the other hand, external challenges include a lack of resources, a lack of support, and a lack of training .

1) Lack of Confidence Teachers often lack confidence in teaching pronunciation, fearing that they might pronounce words incorrectly themselves. However, they need to recognize that pronunciation is not just a mental activity but also a physical skill that requires practice. The teachers' prior beliefs and experiences in learning pronunciation influence their teaching practices.[3;56]

2) Lack of Knowledge and Training One of the challenges in teaching pronunciation is the limited knowledge and understanding of how to effectively teach it, which can be influenced by the teachers' mother tongue. Many ESL students lack confidence in teaching correct intonation and stress in the target language. Proper preparation as a language teacher is essential to ensure effective instruction, but studies have shown that many teachers are uncertain about how to teach pronunciation. They express doubts about their ability to help students learn pronunciation, indicating a lack of prior knowledge and training in this area.

3) Pedagogical Issues Teachers often face challenges in providing effective instruction when teaching pronunciation, causing them to avoid incorporating it in the classroom. The ability to give clear instructions is vital, as students need to understand what is expected during pronunciation activities. Authentic audio recordings can be beneficial teaching materials, enabling students to listen and practice spoken language with their peers. Previous research emphasizes the limited opportunities for students to engage in authentic English conversations in school. Insufficient independent speaking practice can



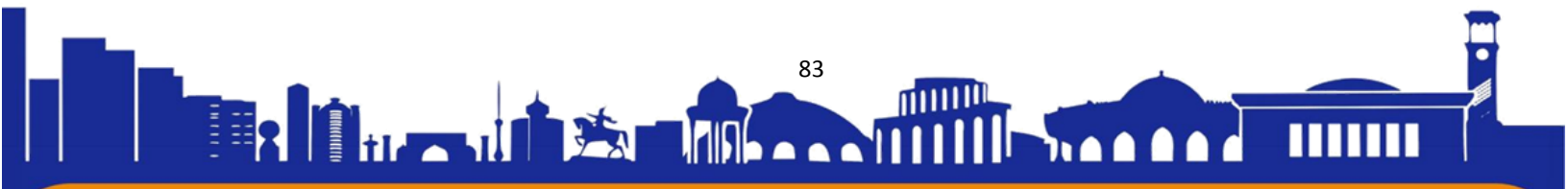
ISSN (E): 2181-4570 ResearchBib Impact Factor: 6,4 / 2023 SJIF(2023)-3,778 Volume-2, Issue-1

lead to students feeling insecure and uncomfortable. Therefore, the use of authentic spoken English materials greatly enhances the teaching and learning of pronunciation in the classroom.[4;67]

4) Time Constraint IT Students face time constraints as a major challenge in teaching pronunciation to students. Along with their teaching responsibilities, they have numerous administrative tasks, meetings, student monitoring, and co-curricular activities to manage, leaving limited time for pronunciation instruction. Studies have shown that teachers struggle to allocate sufficient time for pronunciation due to competing demands. In exam-oriented school systems, teachers often 14 prioritize teaching other English components that directly impact students' exam performance. Teaching pronunciation requires careful planning and preparation, which can be time-consuming. Consequently, teachers may find it difficult to dedicate enough time to pronunciation instruction within the limited instructional time available. [5;87]

5) Lack of Priority The teaching of pronunciation is not given priority in schools, despite its importance for effective communication . IT Students often struggle to dedicate specific lessons solely to pronunciation and consider it as an optional topic. The focus of English language learning is often limited to passing examinations, which typically do not include oral pronunciation assessments. Academic achievement takes precedence over comprehensive language skills and acquisition. This lack of awareness among students can impact the teaching of pronunciation, as their disinterest affects teacher motivation. Consequently, teachers prioritize exam-tested components and train students solely for the purpose of obtaining high grades in English.[6;97]

6) Lack of Training To ensure language students are proficient in teaching pronunciation, it is crucial to emphasize this aspect during their training. Specifically, courses like phonetics and phonology should be taught to trainee teachers to equip them with the necessary knowledge. However, studies have shown that trainee teachers still face challenges when teaching pronunciation in schools, despite receiving training in this area. Interestingly, trainee teachers tend to devote less time and effort to preparing for pronunciation lessons compared to other English components, which can affect their ability to teach pronunciation effectively. Furthermore, it has been argued that the training provided to trainee teachers may not be sufficient to ensure effective instruction. Proper training in phonetics and phonology is necessary to equip trainee teachers with the





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necessary skills and knowledge to deliver quality pronunciation instruction in the classroom.[7;64]

CONCLUSION:

Learners are used to pronouncing sounds in their mother tongue. As a result, they have difficulty controlling muscles and sound-producing parts such as the lips, teeth, and tongue to correctly pronounce English. Stress is regarded as a critical component of learning English pronunciation. Learning English pronunciation can be a challenging journey for many students, and this difficulty can be attributed to several factors. Difficulties found in the learner commonplace are students' perception of English as the subject they learn in school, their lack of interest in enriching their English vocabularies, and their lack of practice that makes them less in confidence when pronouncing English words. Firstly, the students' perception of English as the subject they learn in school 39 and it is affected by their native language. Another significant factor is from the students. There are many factors from the students themselves, such as their perception of the subject matter and lack of interest caused by unfamiliar words leading to difficulties in pronouncing English words. The lack of interest in English also affects their desire to expand their vocabulary. The limited English language proficiency among students contributes to their limited vocabulary, resulting in a lack of confidence in pronouncing English words. In some cases, students who lack confidence tend to be reluctant to practice English pronunciation due to feelings of embarrassment and the fear of negative responses from classmates. In facing these challenges, teachers evaluate their teaching materials and methods. Although the lesson plans may not have focused extensively on pronunciation instruction, teachers still strive to incorporate pronunciation teaching in the mentioned materials. They also make use of available resources. This is expected to provide an authentic learning experience and enhance students' pronunciation skills.

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