



TYPES OF PRONUNCIATION ERRORS AND WAYS TO CORRECT THEM

Jizzakh branch of National university of Uzbekistan

named after Mirzo Ulug'bek

The faculty: Psychology

The field: Philology and teaching languages: English

Musayeva Dilafruz Anvar qizi

Scientific advisor:

Abduraxmonova Zilola Yakubjanovna

Abstract: Pronunciation is a fundamental component of foreign language learning, as it directly affects learners' communicative competence and intelligibility. However, learners often face difficulties in producing accurate pronunciation due to interference from their first language, lack of exposure, and insufficient phonetic awareness. This article explores the main types of pronunciation errors encountered in second language acquisition and examines effective strategies for correcting them. It highlights segmental and suprasegmental errors, including mispronunciation of sounds, stress, rhythm, and intonation patterns. Furthermore, the article discusses pedagogical approaches such as explicit instruction, auditory discrimination training, repetition techniques, and technology-based tools for pronunciation improvement. The study emphasizes that systematic and consistent correction of pronunciation errors plays a crucial role in enhancing learners' fluency and communicative effectiveness.

Keywords: Pronunciation errors, segmental features, suprasegmental features, corrective feedback, phonetics, second language acquisition, intelligibility, speech training

Pronunciation is one of the most challenging aspects of learning a foreign



language. Even learners with strong grammar and vocabulary knowledge may struggle to communicate effectively if their pronunciation is unclear. Errors in pronunciation can lead to misunderstandings and reduce overall intelligibility. These errors usually arise due to differences between the learner's native language and the target language. Therefore, understanding the types of pronunciation errors and how to correct them is essential for effective language teaching. Pronunciation errors are generally divided into two main categories: segmental errors and suprasegmental errors. Segmental errors refer to mistakes in individual sounds (phonemes), while suprasegmental errors involve broader aspects of speech such as stress, rhythm, and intonation.

Segmental errors are among the most common pronunciation problems. These occur when learners mispronounce individual consonants or vowels. For example, learners may confuse similar sounds such as /b/ and /v/, or /θ/ and /s/, depending on the influence of their first language. Vowel length can also be problematic, as some languages do not distinguish between long and short vowels. These errors can significantly affect meaning and cause communication breakdowns.

To correct segmental errors, teachers often use explicit pronunciation instruction. This involves clearly demonstrating how sounds are produced using articulatory explanations. Visual aids such as diagrams of the mouth and tongue position can be very helpful. Another effective method is minimal pair practice, where learners distinguish between two similar words such as “ship” and “sheep.” Repetition drills and listening exercises also help learners internalize correct sound patterns. Suprasegmental errors are related to features that go beyond individual sounds. These include word stress, sentence stress, rhythm, and intonation. For example, incorrect stress placement can change the meaning or make speech sound unnatural. Similarly, inappropriate intonation may make a statement sound like a question or vice versa. These errors often affect fluency and naturalness more than segmental errors. Correcting suprasegmental errors requires focused listening and



imitation practice. Teachers can use audio recordings of native speakers to help learners recognize natural stress and intonation patterns. Shadowing techniques, where learners repeat speech immediately after hearing it, are also effective. Additionally, reading aloud with attention to rhythm and stress patterns helps improve fluency.

Another important source of pronunciation errors is first language interference. Learners tend to apply the phonological rules of their native language when speaking a foreign language. This can result in substitution, omission, or distortion of sounds. For instance, if a language does not have certain consonant clusters, learners may simplify them in speech. Overcoming this requires awareness-raising activities and consistent exposure to authentic language input. Modern technology has also introduced new ways of correcting pronunciation errors. Language learning applications, speech recognition tools, and online pronunciation platforms allow learners to practice independently and receive immediate feedback. These tools can analyze speech and highlight areas that need improvement. Such technology-based methods increase learner autonomy and provide additional practice opportunities outside the classroom. Corrective feedback from teachers plays a crucial role in pronunciation improvement. Feedback can be explicit, where the teacher directly corrects the mistake, or implicit, where the teacher reformulates the learner's utterance correctly. Recasts, clarification requests, and repetition techniques are commonly used feedback strategies. However, teachers must ensure that feedback is supportive and does not discourage learners from speaking.

Another effective approach is communicative pronunciation teaching, where pronunciation practice is integrated into meaningful communication activities. Instead of isolated drills, learners practice pronunciation in dialogues, role-plays, and real-life situations. This helps them apply correct pronunciation in authentic contexts and improves overall fluency. It is also important to recognize that



pronunciation accuracy develops gradually. Learners need continuous practice and exposure to the target language. Motivation and confidence play an important role in this process. When learners feel comfortable and supported, they are more likely to experiment with pronunciation and improve over time.

Another important type of pronunciation error is phonological transfer error, which occurs when learners transfer sound patterns from their native language into the target language. This type of error is very common among second language learners because each language has its own phonological system. For example, Uzbek speakers may have difficulty distinguishing between English sounds such as /æ/ and /ʌ/, or may replace unfamiliar sounds with the closest equivalent in their native language. This leads to a foreign accent and sometimes misunderstanding in communication. To reduce phonological transfer, teachers should provide contrastive analysis between the first language and the target language, helping learners become aware of the differences in sound systems.

In addition, articulatory errors are also frequently observed in pronunciation learning. These errors occur when learners are unable to correctly position their speech organs such as the tongue, lips, or vocal cords. For instance, difficulty in pronouncing /θ/ (as in “think”) often happens because learners are not familiar with placing the tongue between the teeth. Such errors require focused physical practice and guided articulation training. Teachers can use visual demonstrations, phonetic charts, and mirror practice to help learners adjust their articulation.

Another significant category is prosodic errors, which affect the overall melody of speech. Prosody includes stress, intonation, and rhythm. Learners may speak with flat intonation or place stress incorrectly, making their speech sound unnatural or difficult to understand. For example, English is a stress-timed language, while many other languages are syllable-timed, which causes learners to pronounce each syllable equally instead of emphasizing key words. To correct prosodic errors, teachers should use listening discrimination activities and



encourage learners to imitate natural speech patterns through repetition and shadowing techniques.

It is also important to mention fluency-related pronunciation errors, which occur when learners hesitate, pause too often, or break the natural flow of speech. These errors are not always related to incorrect sounds but rather to lack of confidence or insufficient practice. Fluency problems can be reduced through communicative activities such as dialogues, storytelling, and timed speaking tasks. These activities encourage learners to focus on meaning rather than perfection, gradually improving their speech flow.

Moreover, interference from spelling can also cause pronunciation errors, especially in English, where spelling does not always match pronunciation. Learners often pronounce words as they are written, which leads to incorrect speech. For example, silent letters or irregular spelling patterns can confuse learners. To address this issue, teachers should emphasize phonetic transcription and encourage learners to learn pronunciation independently of spelling.

Effective correction of pronunciation errors requires a combination of teacher-centered and learner-centered approaches. While teachers provide guidance and corrective feedback, learners should also be encouraged to self-monitor their pronunciation. Recording one's own speech and comparing it with native speakers is a highly effective self-correction strategy. Peer correction activities can also be useful, as learners often notice errors in others that they may not recognize in themselves.

Finally, continuous exposure to authentic language input is essential for pronunciation improvement. Listening to native speakers through podcasts, videos, and conversations helps learners develop a natural sense of rhythm and sound patterns. Without sufficient exposure, pronunciation improvement remains limited regardless of classroom instruction.

In conclusion, pronunciation errors are a natural part of foreign language



learning, but they can be effectively reduced through appropriate teaching strategies. Segmental and suprasegmental errors both affect intelligibility and must be addressed systematically. By combining explicit instruction, listening practice, corrective feedback, and modern technology, teachers can help learners achieve clearer and more natural pronunciation. Ultimately, effective pronunciation teaching contributes significantly to successful communication in a foreign language.

References:

1. Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010).
2. Teaching Pronunciation. Cambridge University Press. Kenworthy, J. (1987).
3. Teaching English Pronunciation. Longman. Roach, P. (2009).
4. English Phonetics and Phonology. Cambridge University Press. Gilakjani, A. P. (2012).
5. The significance of pronunciation in English language teaching. English Language Teaching Journal. Hedge, T. (2000).
6. Teaching and Learning in the Language Classroom. Oxford University Press. Harmer, J. (2007).
7. The Practice of English Language Teaching. Pearson Education
8. Zilola, A., Bahodir, N., & Munisa, Y. (2023). APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE. Journal of Academic Research and Trends in Educational Sciences, 2(2), 204-208
9. Abduraxmanova, Z., Ergasheva, M., & Xurramova, S. (2023). APPROACHES AND ACTIVITIES THAT HELP TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE. Theoretical aspects in the formation of pedagogical sciences, 2(11), 90-93
10. Jalilovna, A. D., & Abdurakhmanova, Z. (2023). THE FUTURE ENGLISH LANGUAGE. Научный Фокус, 1(1), 257-268.



11. Zilola, A., Sohixon, S., & Afruza, A. (2023). THE CULTURAL LEGACY: ADVERTISING, BROADCASTING. AND CINEMA//Journal of Academic Research and Trends in Educational Sciences, 2(2), 220-224..