



STUDENTS' DIFFICULTIES IN PRONOUNCING THE ENGLISH SOUNDS

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ABSTRACT

The Presidential Decree -4947 of February 7, 2017 on the Strategy of actions for the further Development of the Republic of Uzbekistan focuses on the development of education and science. In order to ensure the implementation of decisions on measures to further improve the system of learning foreign languages, a lot of significant work is being done in our country. According to the head of state, in order for each industry owner to master his field and compete globally, it is necessary to be able to understand and speak a foreign language fluently.

During the writing of this article, I wrote the difficulties in studying English pronunciation. During the writing, this article was written about the difficulties in the English interpretation. This article is also included in English, diphthong, intonation, emphasis. This article is written what the English pronunciation is to students what difficulties are too. They are short and limited in size, rich in content written in prose in form.

Introduction. Language is an important tool in communication. By language human beings can take an interaction to each other, they can understand what they are talking. Language is purely human and non - instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily symbols. From the definition above, it can be said that language is used by people to express their thoughts, feelings, ideas, and experiences toward others.

When we use language to express our thoughts, feelings, ideas, and experiences toward others, we can do these by speaking. Speaking is an activity where people can communicate with other people, at least there are two persons who are involved in this

activity as a speaker and as a listener. Ur stated that speaking is one of the most important skills. We must have another skill to be mastered in speaking such as grammar competence, listening skill, vocabulary mastery and good pronunciation. In terms of speaking, there are some micro skills. One of them is pronunciation. Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer. According to Harmer pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.



In pronunciation, there are so many aspects or elements to be known. In suprasegmental aspects, there are stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, triphthongs, and consonants. In terms of consonants, there are some things have to see. They are the manner of articulation, the place of articulation, and the force of articulation.

There are so many places of articulation. One of them is labiodental. The English labiodental sounds are articulated by the lower lip and upper teeth. The sounds /f/ and /v/ are referred to as labiodentals sounds. In pronouncing them, sometimes the students got confused. They didn't understand well about them. For examples, when they pronounced fan [fæn] and van [væn] are same, fine [faɪn] and vine [vaɪn], defeat [di'fi:t] and device [di'vaɪs], golf [gɒlf] and drove [drəʊv] etc. They pronounced all of them with the same voice.

In Oxford Advanced Learner's English Dictionary pronunciation is the way in which a language or a particular word or sound is pronounced. According to Richard and Schmidt pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer. Harmer states Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean". It can be concluded that pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound. While teaching English pronunciation is essential for students that it leads them to have good understanding of native speakers and improve their ability to communicate English well.

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono, there are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

- (1) Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- (2) Fluency is as a whole of text can be pronounced fluently.
- (3) Accuracy is words and parts of text are pronounced accurately.
- (4) Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

Kelly states suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

I. Stress

Stress is actually determined by the implitude of the vocal cords during the production of speech sounds. When the vocal cords are opened wider the speech sounds will be heard more prominent or louder.

II. Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other. Intonation involves the rising and falling of the voice to



various pitch levels during the articulation of utterances.

III. Pitch

Pitch is one of the suprasegmentals which actually determines the intonation of an utterance. This is affected by the tension of the vocal cords and the pressure of the air that passes through the glottis .

I. Vowels

Kelly states vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.

II. Diphthongs

There are two types of English diphthongs, they are the rising and the centring diphthongs . The rising diphthongs are those ending in high vowels such as / ɪ / and / ʊ / .

The English rising diphthongs are / eɪ /, / aɪ /, / ɔɪ /, / aʊ /, and / oʊ /; and the centring diphthongs are those ending in / ə / such as / eə /, / ɪə /, and / ʊə / . The diphthong occurs in initial, medial, and final position.

III. Triphthongs

Triphthong is a typical speech sound produced by a successive combination of three different vowel sounds within a syllable uttered in the same tone unit. The English triphthongs are formed by the addition of schwa / ə / to the rising diphthongs. Triphthongs consist of five. They are / eɪə / for player ['pleɪə r], / aɪə / for iron [aɪən], / ɔɪə / for loyal ['ləɪəl], / aʊə / for hour [aʊə r], and / əʊə / for lower ['ləʊə r].

IV. Consonants

Kelly states that consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways. Consonants are consists of 24 kinds; [p], [b], [t], [d], [k], [g], [tʃ], [dʒ],

[f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w].

The labiodental sounds are articulated by the lower lip and upper teeth . Therefore in this case of two sounds, the obstruction of the airstream occurs not because the two lips come together but because the bottom lip and the top teeth come together. The sounds /f/ and /v/ are referred to as labiodentals sounds because the lips (labio) and the teeth (dental) are involved in their production. These sounds occur in initial, medial, and final position. English contains the following two labiodental sounds:

1. /f/ as in "fine" and "calf"
2. /v/ as in "vine" and "have"

The English / f / sound is known as a voiceless labiodental fricative consonant. This consonant is articulated by the lower lip against the upper teeth. This consonant is produced by forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound. The vocal cords are not made to vibrate during the production of this sound. This consonant in English is regarded as the representation of graphemes f, ff, gh, and ph.

The English / v / sound is defined as a voiced labiodental fricative consonant. This consonant is articulated by the lower lip against the upper teeth. This consonant is produced by forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound. The vocal cords are not made to vibrate during the production of this sound. This consonant in English, is regarded as the representation of graphemes v and ph. The student of spoken English or any other spoken language is faced with difficulties of five kinds in the matter of pronunciation . They are as follows:



(1). It is a matter of "ear-training".

We must learn to recognize readily and with certainty the various speech sounds occurring in the language when we hear them pronounced; we must, moreover, learn to remember the acoustic qualities of those sound.

(2). It concerns with certain characteristics of sound and syllables.

We must learn the proper usage and know the necessary details in regard to length, stress and pitch.

(3). It is matter gymnastic of the vocal organs.

We must learn to make the foreign sounds with our own organs of speech.

(4). It is a matter of memorizing.

We must learn to use those sounds in their proper places in connected speech. In learning to memorize can be facilitated by the use of Phonetic Transcription.

(5). It is a matter of the student's ability to distinguish and to pronounce isolated sounds, and to know the sequence of sounds to use in a given word or sentence, and to know length, stress and pitch.

We must learn to catch sounds, i.e. to join each sound of sequence on to the text, and to pronounce the complete sequence rapidly and without stumbling. For the students who have difficulties English pronunciation probably it cannot be avoided directly. So the teachers need to work hard with the students and to make sure that the students can improve their difficulties. As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect

pronunciation. Below are the lists (adapted from Kenworthy as cited in Brown of the factors that should be considered by teachers:

(1). Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

(2). Age

Generally speaking, children under the age of puberty stand an excellent change of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty-year old can be as successful as an eighteen-year-old if all other factors are equal.

(3). Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people." Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

(4). Innate phonetic ability

Often referred to as having an "ear" for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.



(5). Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

(6). Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are.

The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation. Teachers can assist learners toward these factors.

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