

PRONUNCIATION COMPLICATIONS OF EFL LEARNERS. LITERATURE REVIEW.

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Abstract.

English pronunciation is complex thing to learn and teach without proper instructions and training with natives, although in many countries English taught and second or foreign language and causes many troubles in pronouncing the words of this language. There are a great deal of problems in pronouncing the sounds and reading, such as substitution of consonant sounds, vowel and diphthong sounds in pronouncing, in many different country students such as, chinese, arabic, thai and other students. In this article we endeavour to review all the problems of pronouncing foreign sounds of words by reviewing the researches conducted in this relevant theme by language scientists.

Keywords; pronunciation troubles, english sounds.

Introduction.

English as become worldwide learned language and in most countries it is learned as ESL or EFL language. There are many skills to acquire, although language is learned for communication aims mostly students speaking skills are significant in learning process. By variety of mispronunciation students may not have a good understandable speech of conversation with english speakers. So this article aims to explore the problems that different students all over the world face nowadays.

As pronunciation is cognitive and physical practice of the knowledge of words it is important to speak and pronounce words and sounds correctly, to understand the speech of the speakers. Many articles were reviewed and analysed to find out the problems that students face. According to the results, mostly highlighted troubles in pronunciation were substitutions of sounds, instruction in explaining the problems, accent, age, personality, intonation, stress segmental and suprasegmental problems. This article is very significant, as if we do not pronounce the sounds and words correctly, misunderstandings of the speech can be occurred.

Literature review.

Many studies demonstrate different results and we try to review all problems in this area of study, firstly according to the study's findings, the research subject had a variety of difficulties pronouncing segments of vowels and consonants, including pure vowels and diphthongs. Furthermore, consonant sound issues were caused by the substitution of the consonant sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and the deletion of the consonant sounds [k], [l], [t], and [s]. The substitution of the sounds [ɪ], [i:], [ε],

[ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:] and [ə] and the insertion of the sound I between two consonant sounds were issues with pure vowel sounds. The monophthongization of the sounds [aɪ], [aʊ], [eɪ], [ɪə], [əʊ], and the substitution of [eɪ] and [ɪə] with other diphthongs were the problems with diphthongs. [1] Similarly, another study revealed the /ð/, /θ/, /dʒ/, /ʒ/, /v/ and /z/ sounds at the beginning syllable position as well as the /ð/, /θ/, /v/, /f/, /s/, and /l/ sounds at the final syllable position caused pupils the most difficulty. The greatest contributor to this, according to this study, the kids' fundamental understanding of English pronunciation was the difficulty. The instructors' teaching and the frequency of English pronunciation came next, respectively. [2] The main problem was that Turkish people do not have the sounds /ð/, /w/, /θ/, /ŋ/ and according to [3] where they researched the pronunciation problems of Turkish students and revealed that they had serious problems with /ʒ/, /ʃ/, /s/, /z/, and /dʒ/. And it was suggested to work on complex pronunciation forms rather than easy ones more often. In another study where Arab female undergraduates were tested and the study discovered that pronunciation problems are resolved by students by accomplishing hard work and practice, constant willingness and motivation in testing and learning programmes of the country. [4] Both suprasegmental pronunciation issues and segmental pronunciation issues affect Chinese English learners. Single phonemes or groups of phonemes in vowels and consonants, as well as their articulation, are the main focus of segmental aspect issues. Chinese learners are found to struggle with intonation and stress in suprasegmental areas. [5] Different problems were faced by Hausa-speaking students in Nigeria and the study revealed that the main problems of native Hausa-speaking students were mispronouncing certain English vowels (i.e., /ʌ/, /ɔ:/ and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). [6] Another study on Saudi Arabia students explored and found that consonants and consonant clusters, where some of them appeared most frequently, include a mistake. These include changing all word positions from /p/ to /b/, sometimes replacing / with /n-k/ and other times with /n-g/, and changing all word positions from / to Final / is replaced by /d/, /v/ is changed to /f/, and / is mixed up with /l/, the light. The primary cause of pronunciation issues seems to be interference from the mother tongue. [7]

As seen from all these reviews, the main problems were substitution of consonant sounds, vowel sounds and the core of all problems were the mother tongue interference, for instance Chinese students have only 5 vowels in their L1 and in learning ESL or EFL they must pronounce 15 vowel sounds in English. Furthermore, Gilakjani and his friend listed the factors that influence the pronunciation of students, namely they are accent, stress, intonation, rhythm, motivation and exposure, attitude, instructions, age, personality and mother tongue influence. [8] Additionally, in another research the author highlights the significance of proper pronunciation and pays more attention to instructions. [9] To cope with these mispronunciation problems of

students [10] gives the ‘utopian goals’ or simple to do list to improve our students pronunciation skills and solve most misunderstandings of this topic.

Conclusion.

To sum up this article, consonant sound substitution, vowel sound substitution, and mother tongue interference were the key issues. For example, Chinese students only have five vowels in their L1, yet they must utter 15 vowel sounds when learning ESL or EFL. Gilakjani and his companion also enumerated the variables that affect how pupils pronounce words, including accent, stress, intonation, rhythm, motivation, exposure, attitude, instructions, age, personality, and mother language impact.

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