



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 2

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





PRONUNCIATION ERRORS IN ENGLISH LANGUAGE TEACHING

Ilmiy rahbar: **Og‘abek Yuldashev Komiljon o‘g‘li**

Namangan davlat pedagogika instituti Xorijiy tillar kafedrası katta o‘qituvchisi

Xolmirzayeva Durdon Otamirza qizi

Namangan Davlat Pedagogika Instituti XTA-EU-22 guruh talabasi

E-mail: durdonaxolmirzayeva873@gmail.com

Abstract: Pronunciation is often underestimated in English language learning, yet it plays a vital role in communication. This article explores the nature and types of pronunciation errors in ESL (English as a Second Language) contexts and outlines practical, evidence-based methods for correcting them. With an emphasis on learner-centered, communicative teaching approaches, it provides educators with strategies to improve student intelligibility and confidence.

Key words: pronunciation, ESL, phonological errors, articulation difficulties, intelligibility, corrective feedback, communicative approach, learner-centered instruction, evidence-based methods, speech improvement strategies

Аннотация: Произношение часто недооценивается при изучении английского языка, хотя оно играет важную роль в общении. В данной статье рассматриваются характер и типы ошибок произношения в контексте ESL (английский как второй язык), а также описываются практические методы их исправления, основанные на доказательствах. Особое внимание уделяется обучающим стратегиям, ориентированным на обучающегося и коммуникативным подходам, которые помогают улучшить разборчивость речи и уверенность студентов.

Ключевые слова: произношение, ESL, фонологические ошибки, артикуляционные трудности, разборчивость речи, корректирующая обратная связь, коммуникативный подход, обучение, ориентированное на учащегося, методы, основанные на доказательствах, стратегии улучшения речи

Annotatsiya: Ingliz tilini o‘rganishda talaffuz ko‘pincha e‘tibordan chetda qoladi, holbuki u muloqotda muhim rol o‘ynaydi. Ushbu maqolada ESL (ingliz tili ikkinchi til sifatida) kontekstida uchraydigan talaffuz xatolari va ularni tuzatishning amaliy, ilmiy asoslangan usullari yoritilgan. Unda o‘quvchi markazli, kommunikativ yondashuvlarga asoslangan ta‘lim strategiyalari orqali talabalar talaffuzini yaxshilash bo‘yicha samarali yo‘llar ko‘rsatib berilgan.

Kalit so‘zlar: talaffuz, ESL, fonologik xatolar, artikulyatsiya qiyinchiliklari, nutq ravonligi, tuzatish fikr-mulohazasi, kommunikativ yondashuv, o‘quvchi markazli ta‘lim, ilmiy asoslangan usullar, nutqni rivojlantirish strategiyalari

Pronunciation is a fundamental component of learners’ oral proficiency and plays a key role in successful communication. However, in many educational contexts it tends to receive less emphasis than grammar or vocabulary instruction. As a result, even when learners produce grammatically correct sentences and use appropriate vocabulary, communication may still break down due to mispronunciation or inaccurate intonation patterns. Segmental errors involving





individual sounds, as well as suprasegmental issues such as stress and rhythm, can significantly reduce speech clarity and fluency.

For this reason, pronunciation instruction should be systematically integrated into the language-learning process and treated as an essential pedagogical element. Teachers need to acknowledge the importance of developing learners' phonetic competence and apply evidence-based correction techniques within learner-centered, communicative frameworks. Such approaches not only enhance accuracy and intelligibility but also strengthen learners' confidence and encourage active participation in real-life communication.

Learners of English frequently encounter a range of pronunciation difficulties that affect their overall intelligibility. One common issue is phoneme substitution, where a target sound is replaced with a more familiar one from the learner's native language. For example, the interdental fricative /θ/ is often pronounced as /s/ or /t/, resulting in forms such as think → sink or think → tink.

Another widespread problem involves sound omission or insertion. Learners may unintentionally remove a sound—such as pronouncing blue as bulu—or add an extra sound, as in iskul instead of school. These deviations typically occur due to the influence of syllable structures in the learner's first language.

Stress-related errors also pose challenges, particularly with words that change meaning depending on stress placement. For instance, the word record carries different stresses when used as a noun versus a verb, and incorrect stress may lead to misunderstandings in communication.

Finally, many learners struggle with intonation patterns, often producing speech with flat or monotonous intonation. Limited familiarity with English rhythm, pitch variation, and sentence-level melody prevents learners from conveying appropriate emphasis, emotional tone, or communicative intent.

Several factors contribute to persistent pronunciation difficulties among English language learners. One major source is first-language (L1) interference, where learners rely on the phonological rules and sound patterns of their native language when producing English sounds. This transfer often results in inaccurate articulation of unfamiliar phonemes.

The age at which learning begins also plays a significant role. While children typically acquire new sound systems more naturally, adult learners often encounter greater challenges in achieving native-like pronunciation due to reduced phonological plasticity.

Another contributing factor is limited exposure to authentic spoken English. Learners who rarely hear native or proficient speakers have fewer opportunities to internalize correct models of stress, rhythm, and intonation.

Affective variables, such as anxiety or fear of making mistakes, may further hinder pronunciation development. Learners who feel self-conscious about speaking often avoid oral communication, reducing opportunities for practice and reinforcement.

Insufficient emphasis in the curriculum can negatively affect pronunciation outcomes. In some instructional contexts, teachers may overlook pronunciation training due to time constraints, limited methodological preparation, or a stronger focus on grammar and vocabulary.





A variety of evidence-based techniques can enhance learners' pronunciation accuracy and intelligibility. Minimal-pair drills-using contrasting word pairs such as ship/sheep or bit/beat-help learners discriminate and produce challenging vowel and consonant contrasts.

Phonetic training, including the use of the International Phonetic Alphabet (IPA), familiarizes students with precise articulatory descriptions and promotes awareness of sound distinctions that may not exist in their native language.

The shadowing technique, which requires learners to repeat speech immediately after a native speaker, improves rhythm, timing, and prosody by encouraging close imitation of natural speech patterns.

Tools such as mirrors and video recordings allow learners to observe the physical aspects of pronunciation, including lip shape, tongue placement, and jaw movement, thereby improving articulatory accuracy.

Providing immediate, constructive feedback during communicative tasks helps learners recognize and correct mispronunciations in real time before errors become fossilized.

Tongue twisters, chants, and songs make pronunciation practice engaging while strengthening rhythm, stress, and articulation.

Pronunciation instruction should be systematically incorporated into regular language lessons rather than taught in isolation. Educators can achieve this by including explicit pronunciation objectives in weekly lesson plans and designing speaking tasks with a clear pronunciation focus. Authentic communicative activities such as role-plays, storytelling, and debates provide opportunities for learners to practice pronunciation in context. Furthermore, pronunciation practice should be integrated with vocabulary and listening activities, ensuring that learners develop a comprehensive understanding of sound patterns alongside meaning.

Modern technological tools offer valuable support for pronunciation teaching and autonomous practice. Applications such as ELSA Speak and Sounds of Speech allow learners to engage in individualized pronunciation training. Platforms like YouGlish and Forvo provide authentic spoken examples, enabling learners to hear and model native pronunciation. Software tools such as Praat and Audacity facilitate detailed audio analysis for both teachers and students. Additionally, educational YouTube channels, including BBC Learning English and Rachel's English, offer supplementary materials that enhance exposure to natural speech patterns.

Creating a supportive and non-judgmental classroom environment is essential for effective pronunciation learning. Teachers should emphasize that mistakes are a natural part of the learning process, providing positive reinforcement and building learners' confidence. Consistent opportunities for practice, coupled with constructive and timely feedback, help students refine their articulation and reduce anxiety associated with speaking.

Pronunciation instruction faces several practical constraints. Large class sizes make it difficult to provide individualized feedback. Limited resources in some institutions restrict access to technological tools and authentic materials. Time constraints due to curriculum demands often reduce the time allocated for pronunciation activities. Moreover, many teachers lack specialized training in phonetics, limiting their ability to address pronunciation issues effectively.





Effective correction of pronunciation errors requires a systematic, learner-centered, and supportive approach. By integrating pronunciation teaching into everyday lessons, employing both traditional and technological tools, and fostering a positive classroom atmosphere, educators can significantly enhance learners' intelligibility and oral confidence, enabling them to communicate more clearly in English. Emphasis on communication-based teaching strategies ensures that pronunciation learning is practical, engaging, and directly linked to real-life language use.

REFERENCES

1. Komiljon o'g, O. A. Y. (2025). Using Coloronyms And Magic Numbers in English And Uzbek Speed Reading. *American Journal Of Social Sciences And Humanity Research*, 5(05), 17-19.
2. Azimova, M. M. (2025). Stylistic analysis of metaphors and similes in George Orwell's *Animal Farm*. *Namangan Davlat Chet tillari Instituti*.
3. Azimova, M. M. (2025). Ingliz tili o'rganayotgan o'quvchilarda leksik boylikni oshirishda metodik yondashuvlar va tushunchalar. *Ta'lim Innovatsiyasi Va Integratsiyasi*, 49(1), 169–171. <https://scientific-jl.com/tal/article/view/24878>
4. Xakimova, F. I. (2025). Chet tilini o'qitishning metodik asoslari va ahamiyati. Vol. 50 No. 1, *Luchshie Intellektual'nye Issledovaniya | Chast-50 | Tom-1*.
5. Yuldashev, O. K., & Azimov, S. M. (2025). Maktabgacha va maktab yoshidagi bolalarga ingliz tilini o'rgatishda metodik o'yinlarning ahamiyati. Vol. 54 No. 1, *Luchshie Intellektual'nye Issledovaniya | Chast-54 | Tom-1*.
6. Azimov, S. M., & Xakimova, F. I. (2025). Adolescents and modern problems: Relevant approaches in 21st-century English and Uzbek literature. *Namangan State Pedagogical Institute*. <https://doi.org/10.5281/zenodo.17428543>
7. Saydaliyeva, M. A., & Azimova, M. M. (2025). Multimedia resurslari va o'yinli texnologiyalarning xorijiy ingliz tilini o'rgatishda ahamiyati. *Namangan davlat pedagogika instituti*. <https://doi.org/10.5281/zenodo.17651885>
8. Saydaliyeva, M. A., & Azimov, S. M. (2025). The effective impact of educational technologies in organizing English language lessons. *Namangan State Pedagogical Institute*. <https://doi.org/10.5281/zenodo.17652336>
9. Saydaliyeva, M. A., & Xakimova, F. I. (2025). Kommunikativ metodlar yordamida ingliz tilini o'qitishning samaradorligini ta'minlash. *Namangan Davlat Pedagogika Instituti*. <https://doi.org/10.5281/zenodo.17652343>
10. Xakimova, F. I. (2025). Boshlang'ich sinf o'quvchilariga ingliz tilini o'rgatishda rasmlik ma'lumotlardan foydalanish usullari. *Namangan Davlat Pedagogika Instituti*. <https://doi.org/10.5281/zenodo.16281895>
11. Darvishaliyeva, O. A. (2025). O'zbek tili o'rganuvchilari uchun ingliz tili leksikasining maxsus xususiyatlari. *Namangan Davlat Pedagogika Instituti*.
12. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. (2010). *Teaching Pronunciation*. Cambridge University Press.
13. Kelly, G. (2000). *How to Teach Pronunciation*. Longman.
14. Gilbert, J. B. (2005). *Clear Speech*. Cambridge University Press.
15. Fraser, H. (2001). *Teaching Pronunciation: A Handbook for Teachers and Trainers*. NSW AMES.
16. Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*.

