

PRONUNCIATION PROBLEMS ENCOUNTERED BY PRESCHOOL LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

English is widely recognized as a means of communication and is included in the curricula of EFL schools, colleges, and institutions. On the other hand, language is regularly articulated and conceptualized in multiple systems. If EFL learners need to communicate successfully, then they need to master these systems together. The majority of language programmes in the EFL context consider teaching these aspects of language systematically important and should not neglect them. The study concluded that pronunciation has always been perceived as a difficult area by teachers and preschool learners of foreign languages. Pronunciation is the way in which we make words sound. Pronunciation provides information about the speakers' geographical and social origins. It is a crucial component of the learning of oral skills in a second language. Pronunciation has always been perceived as a difficult area by EFL learners. However, learning a foreign language has contributed to various historical contexts, educational demands, and various considerations. Learning a foreign language is now essential at every level of education, including preschool level. One of the recommendations made was that preschool learners of English as a foreign language should be properly guided with good foundations to help them learn effectively with retention as well as alleviating the pronunciation problems they encounter.

KEYWORDS: Pronunciation, Problems Encountered, Learners of English and Foreign Language

Introduction

English is widely recognized as a means of communication and is included in the curricula of EFL schools, colleges, and institutions. Learners must acquire English as a foreign language in order to engage in life skills. Though many Arabs struggle with learning a foreign language, one of the most difficult aspects is pronunciation. Pronouncing words may be a hindrance to successful communication for many EFL students. Pronunciation, moreover, is a key aspect of spoken communication (Berry, 2021). As a result, without proper pronunciation, verbal communication can be ineffective and severely hampered. There has been a tremendous increase in interest in and attention devoted to pronunciation teaching in the last several years. Many research studies on pronunciation in the EFL context have been conducted (Abdul-Abbas, Rashid, & Younus, 2021). However, while these studies on pronunciation are being performed, this area still needs to be investigated, and more research in EFL classrooms in the Arab world is required. "Pronunciation teaching has not always been popular with teachers and language teaching theorists" (Roach, 2009). There is a renewed interest in phonological perception and production from linguistic, cognitive, and social perspectives, and there is a renewed emphasis on second language pronunciation.

Concept of Pronunciation and Pronunciation Problems

Pronunciation is a crucial component of the learning of oral skills in a second language (L2). Pronunciation has an important social value, which means that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege. Pollard (2008) Pronunciation is an essential aspect of learning to speak a foreign language. Pronunciation accuracy is difficult for some students since English is a foreign language to them. Some teachers and learners complain about difficulties in pronunciation since pronunciation is considered one of the most complicated but significant features of second language (L2) teaching and learning (Zhang, 2009). Pronunciation refers to words that can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education (Paulston, & Tucker, 2003). However, pronunciation is the way in which we make words sound. Pronunciation is the act or result of producing the sounds of speech, including

articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

Pronunciation can provide information about the speakers' geographical and social origins, and in most cases, it is the most salient characteristic of non-native speakers. Ikhsan (2017) noted that pronunciation has always been perceived as a difficult area by teachers and learners. Like listening, pronunciation is sometimes neglected in the process of language teaching in favour of reading and writing, which are rather more likely to lead to success in an examination. Pronunciation refers to the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability (Dictionary, 2022). It is an accepted standard for the sound and stress patterns of a syllable, word, phrase, etc. Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect (correct pronunciation) or simply the way a particular individual speaks a word or language. Pronunciation is the way in which a word or a language is spoken (Wikipedia, 2018). This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect (correct pronunciation) or simply the way a particular individual speaks a word or language.

Language is regularly articulated and conceptualized in multiple systems, according to Reed and Levis (2019). The sound system is a system of speech units that learners need to pronounce clearly and correctly. These units of speech can generally be named vocabulary. Learners should make use of the vocabulary appropriately when they speak (Syed & Abdelrady, 2021). The meaning system is called grammar, which is how learners use words to express meaning. Learners must master and understand both approaches because they work together interchangeably. If EFL learners need to communicate successfully, then they need to master these systems together. The majority of language programmes in the EFL context consider teaching these aspects of language systematically important and should not neglect them. Listening carefully to people to improve their pronunciation is the best way to understand them. When communicating in English, many EFL students face hesitancy and fear. They lack the confidence to pronounce words correctly due to inhibition (Nakazawa, 2012). Learner-friendly language learning and teaching environments must be free of tension

and anxiety so that students can feel less overwhelmed and engage in conversation during classroom interaction (Crystal, 2003). Another reason for the pronunciation's importance is that English has become the world's principal language for oral communication.

Concept of Language

Language is the ability to produce and comprehend both spoken and written (and, in the case of sign language, signed) words. Understanding how language works means reaching across many branches of psychology, everything from basic neurological functioning to high-level cognitive processing (Lumen, 2021). Language shapes our social interactions and brings order to our lives. Complex language is one of the defining factors that make us human. Two of the concepts that make language unique are grammar and lexicon. Language refers to the system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves (Robins & Crystal, 2021). The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Language is a primarily human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Evans and Levinson (2009) noted that a language is a structured system of communication. The structure of a language is its grammar, and the free components are its vocabulary. Languages are the primary means of communication for humans and can be conveyed through speech (spoken language), signing, or writing.

Language refers to the system of conventional, spoken, or written symbols utilizing which human beings are used to communicate. Language is an arbitrary system of signs constituted by the signifier and signified (Hakim, 2018). In other words, language is first a system based on no logic or reason, and Secondly, the system covers both objects and expressions used for objects. Thirdly objects and expressions are arbitrarily linked. And finally, expressions include sounds and graphemes used by humans for generating speech and writing, respectively, for communication. Language refers to the system of sounds, words, and patterns used by humans to communicate their thoughts and feelings (Study Lecture Notes, 2022). So, language is the source of expression of thought by means of speech sounds. Language is the most powerful, convenient, and permanent means and form of communication. Language is a purely human and non-instinctive method of

communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. According to Neo-English (2010), language has so many inter-relations with various aspects of human life that it can be studied from numerous points of view. All are valid and useful, as well as interesting.

Concept of Foreign Language

A foreign language is a language that is not widely spoken or used by the people of a community, society, or nation. In other words, it refers to any language other than that spoken by the people of a specific place (HASA 2018). For example, Spanish is a foreign language to a person living in India. However, English is not typically a foreign language to a person living in India; it is a second language. According to Dick (2021), learning a foreign language is all about learning how to properly communicate and connect with others, a vital life skill that can only be developed by connecting with the people of the country. Foreign languages provide a competitive edge in career choices in which one is able to communicate in a second language. A foreign language is a language that is not one's native tongue but is widely or officially spoken in a specific region. A foreign language refers to a language that was established in a country other than the speakers. It is also a language that is not spoken in the person's own country (STANDS4 2021). The terms "foreign language" and "language" are used interchangeably to refer to languages other than English taught as an academic subject. A foreign language is a language that is not widely spoken and used by the people of a community, society, or nation.

A foreign language is a language not commonly spoken in the country of the speaker. It is also a language that is neither one's native language nor used for communicative purposes among the members of the community. Foreign languages are those mysterious and external words to one's own country and culture. Furthermore, languages are undoubtedly the most important accomplishments of human beings for a variety of communicative purposes (Trigos-Gilbert, 2001). A foreign language is the process of learning a language that is different from one's native language(s). Language refers to the language that is studied in addition to one's mother tongue in a context where the target language is neither the official language nor used for communication purposes (IGI Global, 2021). It is also a language that is different from a person's mother tongue, which is learned consciously. A foreign language is a language that is indigenous to another country. Foreign

language refers to any other language other than the language of the arbitration agreed to by the parties (Law Insider 2020). A foreign language refers to any language used in the pre-primary school context other than the first language or mother tongue, the language of instruction, or the second language.

Conclusion

The study concluded that pronunciation has always been perceived as a difficult area by teachers and learners of foreign languages. Pronunciation is the way in which we make words sound. Pronunciation provides information about the speakers' geographical and social origins. It is a crucial component of the learning of oral skills in a second language. Pronunciation has always been perceived as a difficult area by EFL learners. However, learning a foreign language has contributed to various historical contexts, educational demands, and various considerations. Learning a foreign language is now essential at every level of education.

Recommendations

1. Preschool learners of English as a foreign language should be properly guided with good foundations to help them learn effectively with retention as well as alleviating the pronunciation problems they encounter.
2. Preschool learners should be made to acquire English as a vital foreign language which can build them in the direction of life skills.
3. Preschool learners of English language should be made to have effective relationship with the methods of pronouncing different words in English language.
4. Preschool learners of English language should adopt the ability to pronounce new words and progressively revise the system as they grow.

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