IQRO JURNALI , IQRO JOURNAL, ИКРО ЖУРНАЛИ
ISSN:2181-4341| wordlyknowledge.uz/index.php/iqro
Volume 23. Issue 02. Sentabr ,2026

COMMON ENGLISH PRONUNCIATION ERRORS AMONG UZBEK LEARNERS AND EFFECTIVE WAYS OF CORRECTING THEM

Salimboyeva Iroda Ilhomjon qizi
Turon International University,
Lingvistika (Ingliz tili)mutaxassisi, magstiranti
Email: salimboyevmuhammad1@gmail.com
https://doi.org/10.5281/zenodo.22806858

Annotation

This thesis examines common English pronunciation errors made by Uzbek learners and explores effective ways of correcting these errors. Pronunciation plays an essential role in successful oral communication, yet many Uzbek learners experience difficulties in producing certain English sounds, stress patterns, and intonation structures. The study focuses on frequently observed pronunciation problems and analyzes their possible linguistic and pedagogical causes. Particular attention is given to sound substitution, omission of consonants, difficulties with vowel contrasts, word stress, and sentence intonation. The research also considers the influence of the learners' native language and the role of insufficient pronunciation practice. Various techniques, including minimal-pair activities, repetition, phonetic awareness exercises, listening practice, visual demonstrations, and communicative tasks, are discussed as effective methods for improving pronunciation. The study highlights the importance of systematic and continuous pronunciation instruction in developing accurate and intelligible English speech among Uzbek learners.

Keywords: English pronunciation, Uzbek learners, pronunciation errors, phonetic interference, pronunciation teaching, vowel sounds, consonant sounds, word stress, intonation, corrective techniques.

Introduction

Pronunciation is one of the fundamental components of foreign language learning. Even when learners have sufficient grammatical and lexical knowledge, inaccurate pronunciation can make oral communication difficult. Uzbek learners of English may encounter particular pronunciation problems because English contains sounds and pronunciation patterns that are different from those of Uzbek. Identifying these errors and applying appropriate corrective techniques can significantly improve learners' speaking skills and intelligibility.

Main Part

English pronunciation errors among Uzbek learners can occur at different linguistic levels. Some errors involve individual sounds, while others are related to stress, rhythm, intonation, and connected speech. The most frequent problems can be observed in the pronunciation of English vowels and consonants. Learners may substitute unfamiliar English sounds with sounds that are closer to those existing in Uzbek. Such substitutions are often influenced by the pronunciation habits developed through the learners' first language.

Vowel pronunciation is one of the areas that requires particular attention. English has a comparatively complex vowel system containing several short vowels, long vowels, and diphthongs. Uzbek learners may have difficulty distinguishing sounds that are acoustically or articulatorily similar. For example, the contrast between /ɪ/ and /iː/ may be problematic in words such as *ship* and *sheep*. If learners do not clearly distinguish these sounds, they may pronounce both words similarly. This can potentially lead to misunderstanding in communication.

Another common difficulty involves the English vowel /æ/. Uzbek learners may replace it with a vowel that is more familiar from their native language. Words such as *cat*, *bad*, and *map* therefore require focused pronunciation practice. Teachers can use listening discrimination exercises followed by controlled production activities to help students recognize and reproduce the target sound.

Consonants also represent an important source of pronunciation errors. English dental fricatives /θ/ and /ð/ are particularly challenging for many learners. These sounds occur frequently in English words such as *think*, *three*, *this*, and *mother*. Learners may replace /θ/ with /t/ or /s/, and /ð/ with /d/ or /z/. Such errors can be reduced through explicit instruction about tongue position and controlled repetition.

The English /w/ sound can also present difficulties. Learners may replace it with /v/ because the two sounds can appear similar to learners who are not familiar with their articulatory differences. For example, *wine* and *vine* require clearly different initial consonants. Teachers can demonstrate the position of the lips and use minimal pairs to help learners perceive and produce the distinction.

Consonant clusters are another frequent source of difficulty. English permits combinations of several consonants in both initial and final positions. Words such as *school*, *street*, *texts*, and *world* can therefore be difficult for learners. Uzbek-speaking learners may omit a consonant or insert an additional vowel to simplify the pronunciation. Regular practice with progressively more complex words can help learners develop greater control over consonant sequences.

Pronunciation errors are not limited to individual sounds. Word stress is also an important area of difficulty. English words may contain different stress patterns, and incorrect stress can make speech less intelligible. Uzbek learners may transfer stress patterns from their native language when pronouncing English vocabulary. Teachers should therefore include word-stress exercises in vocabulary and speaking lessons rather than treating pronunciation as a separate activity.

Sentence stress and intonation should also be practiced. English uses changes in stress and pitch to highlight important information and express communicative intentions. Learners who use relatively flat intonation may produce grammatically correct sentences that nevertheless sound unnatural. For this reason, pronunciation instruction should include dialogues, question-and-answer activities, short presentations, and role-plays.

One of the major causes of pronunciation errors is first-language interference. Learners naturally use familiar articulatory patterns when producing unfamiliar foreign-language sounds. When a sound exists in both languages and has similar characteristics, acquisition may be relatively easier. However, when the target-language sound is unfamiliar, learners may replace it with the closest sound available in their native language. Understanding this process allows teachers to predict potential errors and provide targeted instruction.

Several methods can be used to correct pronunciation errors. One effective technique is the use of minimal pairs. Minimal pairs consist of words that differ in only one sound, such as *ship–sheep*, *bad–bed*, or *thin–sin*. These activities help learners develop both auditory discrimination and accurate production.

Listening activities are equally important. Before producing a difficult sound, learners need to recognize and distinguish it. Teachers can use short recordings, dialogues, podcasts, and pronunciation applications to expose learners to natural English pronunciation. Students can first identify target sounds and then imitate the pronunciation they hear.

Articulatory instruction is another useful approach. Teachers can explain where and how a particular sound is produced. For example, when teaching /θ/, students can be shown how to position the tongue between or close to the teeth and produce the appropriate airflow. Visual demonstrations and mirrors can make such explanations more accessible.

Pronunciation improvement requires continuous practice. A small amount of pronunciation practice incorporated into regular English lessons can be more beneficial than occasional intensive pronunciation sessions. Teachers can devote several minutes to difficult sounds, stress, or intonation during speaking, reading, and vocabulary activities. This integrated approach allows learners to develop pronunciation skills gradually.

Therefore, effective pronunciation teaching for Uzbek learners should combine perception, production, explicit explanation, repetition, and communicative practice. The selection of techniques should depend on the specific error and the learners' level. By identifying recurring pronunciation problems and addressing them systematically, teachers can help Uzbek learners develop clearer and more intelligible English speech.

Conclusion

Common pronunciation errors among Uzbek learners are associated with difficulties in producing English vowels and consonants, consonant clusters, word stress, and intonation. Native-language interference is an important factor in the development of these errors. Effective correction requires systematic practice through minimal pairs, listening activities, articulatory explanations, repetition, technological tools, and communicative tasks. A balanced approach combining controlled practice with meaningful communication can help learners develop more accurate and intelligible English pronunciation.

REFERENCES

1. Derwing, T. M., & Munro, M. J. *Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research*. 2nd ed. Amsterdam: John Benjamins Publishing Company, 2022.
2. Levis, J. M., & McCrocklin, S. *Social Dynamics in Second Language Pronunciation*. London: Routledge, 2020.
3. Saito, K. *Second Language Pronunciation: Research, Theory, and Practice*. London: Routledge, 2021.
4. Reed, M., & Levis, J. M. (Eds.). *The Handbook of English Pronunciation*. 2nd ed. Hoboken: Wiley-Blackwell, 2022.
5. Gordon, M. K. *Phonological Typology*. Oxford: Oxford University Press, 2021.
6. Thomson, R. I., & Derwing, T. M. *The Routledge Handbook of Second Language Acquisition and Pronunciation*. London: Routledge, 2023.