



## COUNTERSTEP TO THE STUDENTS' ERRONEOUS PRONUNCIATION IN ENGLISH COMMUNICATION

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### ABSTRACT

English is Lingua Franca where the multitudes exert English to communicate. But, the pronunciation lies towards the surface of speech. At this juncture, pronunciation hankers as micro skill to entwine the sentences recognizable for the people. But, inscrutable English pronunciation of words uttered by Students creates chaos to understand by the host of students themselves as they seldom know the universal pronunciation. Many students mounted with nightmares in encountering the debates and discussions of English baffling to understand the tidings of native speakers' English, English documentaries over Television, Seminars, Speeches, etc. Many experience a herculean task in adjusting and interpreting English words. It also remains as a barrier to contribute their endeavors in speaking English lucidly. This paper manifests the riposte for the erroneous utterances of the words, exemplifies the words and churn out the reasons adduce the adaptations to transform their impressive pronunciation.

**Key words:** Mispronunciation, stutters, blockades in English Communication, pedagogical shortcomings, interminably erroneous learning, mnemonically training.

### INTRODUCTION

Everybody experiences that the pronunciation performs the momentous part in English Communication. The lousy pronunciation in interaction perceives lack of language competence and significantly impeded for the unpleasantness of the situation. So, proper pronunciation acquisition is to be executed by the students as their learnable skill. Lackadaisical attitude of pedagogy and the taught distort the message with mispronunciation. Obviously, the novice follows their pedagogues by mishearing the pronunciation since their incipient stage. For instance the words like kangaroo, giraffe.etc. Beebe comments that "Most current textbooks in English either ignore the teaching of pronunciation or rely primarily on old stand-bys- to teach accurately." This paper exhibits the authenticity and subtle blends of mispronunciation of words that are usually taught and learnt. Despite the drudgery of the students' learning syntax, semantics, grammar, etc., the dearth of appropriate observations over the pronunciation are not labeled the pupil as better eloquent.

### PITFALLS IN PRONUNCIATION

The bounteous number utters fallacious pronunciation in syllable, stress, etc due to lack of phonetic ability. Many miscarries the contrast of vowel sounds. The long and short vowel sound begets malfunction of pronunciation. The learners are habituated to utter the words as per spelling and annihilate the assimilation

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of sounds. They substitute the exertion for 's' and 'z' sounds pursue their mother tongue sounds where a few sounds are non-existent. Students spontaneously dislodge the open and closed syllables. Albeit the spellings are alike in the words like homonyms, homophones, etc., the pronunciation diversifies distinctly. Many English pedagogues unaware of the meticulous utterance but imparts the carbon of their knowledge. This vicious cycle of guiding hampers the flowering of learning. They seldom converse their errors after exhaustive diagnosis. This makes the neophyte difficult to clutch the nuisances of pronunciation in the conversation. Dearth of phonetic paraphernalia adds to this disaster. Harmer lamented that "teachers claim that students acquire pronunciation in the course of their studies without specific pronunciation teaching." The survey brought out into limelight that the disorder pronunciation consolidated with childhood persists even to adulthood. Such distortions rehearse by the pupil result innumerable errors in their communication. The wrong notion of mentors' contemplation is that such malformations of sounds never vamoose until they are amended and learnt. The pupil simply utter and outcrop the same sounds unless phonic rules are cognized. Owing to the misapprehension of the trainers exerting the conventional usage, the flux in neutral English and pronunciation has been gridlocked. Although students are sagacious in handling favorable and enticing structures in Communication, the vague pronunciation mars the communication. The Coach should steer the students from the words that are related with mother tongue interference. However, copious words are enunciated bizarrely, confined words are demonstrated below.

WORDS	UNFAIRLY ARTICULATION BY PUPIL	CANDID UTTERANCE
Mortgage	/ m ɔ: r tgeige/	/ mɔ: gɪdʒ/
Produced	/pr ɔ dju:sd/	/ pr ədju:st/
Stars	/sta:rs/	/ stɔ:z/
Popular	/pɒpʊlɔr/	/ 'pɒpjʊlə/
Volunteer	/valentier/	/ ,vɒlən' tɪə/
Houses	/hauses/	/hausiz/
Career	/keri ɔr/	/kə' rɪə/
Iron	/airɒn/	/ 'ɪɪən/
Honest	/honest/	/ɒnɪst/
Official	/ə fi: ʃiəl/	/ə' fɪʃ(ə)l/
Vehicle	/vehikəl /	/vi:ɪk(ə)l/
Cupboard	/ kʌpbəurd/	/ kʌbəd/
Bourgeois	/bɔr geəs/	/bʊəʒwɑ:/
Receipt	/resi:pt/	/rɪ'si:t/
Rendezvous	/rendezwɒs/	/rɒndɪvu:/
Interest	/Intərest/	/Int(ə)rɪst/
Jewellery	/dʒu:əlri/	/dʒu:əlri/
Name	/ne:me/	/neɪm/
Charges	/tʃɑ: rzes/	/tʃɑ: dʒɪz/
Wednesday	/wednesdei/	/wɛnzdeɪ/
Vignette	/vignette/	/vi: njɛt/
Christian	/krɪftɪjən/	/krɪ stʃ(ə)n/
Summer	/səmmer/	/sʌ m ə/
Circular	/sarkjʊlɔr /	/sə: kjʊlə/

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Rapport	/rapəurt/	/ra'pɔ:/
Swear	/swe:r/	/swɛ/
Tortoise	/t a:r tɔɪ:s/	/'tɔ:təs/
Epitome	/epɪtəum/	/ɪ'pɪtəmi/
Dengue	/dɛŋgju:/	/'dɛŋgi/
Restaurant	/restə: rent/	/rɛst(ə)rɒnt/
Vegetable	/'vezɪtə:bəl/	/'vɛdʒtəb(ə)l/
Clothes	/kləʊðz/	/kləʊ(ð)z/
Executive	/ɛgzuketɪv/	/ɪg'zɛkjʊtɪv/
Bowl	/bəʊl/	/bəʊl/
Market	/'mɑ:rkɪt/	/'mɑ:kɪt/
Government	/'gavərnənt/	/'gʌv(ə)n,m(ə)nt/
Breakfast	'bre:kfast/	'brɛkfəst/
Courageous	/kə're:zəs/	/kə'reɪdʒəs/
Flowers	/'flaʊəz/	/'flaʊəz/
Women	/'wʊmɪn/	/'wɪmɪn/
Allow	/ə'laʊ/	/ə'laʊ/
Garbage	/gɑ:rbɛ:z/	/gɑ:bɪdʒ/
Ocean	/'əʊʃɪən/	/'əʊʃ(ə)n/
Fire	/fəɪə/	/fɪə/
Creature	/'kri:jetʃə/	/'kri:tʃə/
Familiar	/fə'mɪljə/	/fə'mɪljə/
Temperature	/'tempə:tʃə/	/'tɛmp(ə)rətʃə/

## MNEMONIC PEDOGOGICAL UNDERTONE FOR THE WORDS ABOVE.

The counterclaim for the chaos of retrieval in the memory of pupils' minds is Mnemonic. Students swot for hours but recalls in jiffy becomes the gigantic issue. Mnemonics comforts the learners recapture the learning of the past. The drudgery of the people through rote learning sans right meaning or mnemonic becomes barren. Hence, the coach must consistently put in the use of mnemonics for apparent learning. Many surveys have confirmed this sort of instruction as one of the paragon trainings. As Levin and Lorayne commented that "Many mnemonists and researchers have strongly advocated for the use of mnemonics in education."

The below presented are the mnemonics that bolsters for the inaccurate aforementioned words.

- The words ends with ' age' has to be uttered as /ɪdʒ/ not as /edʒ/ The archetypical words are luggage, baggage, village, bandage, etc.
- The final words 'ced, shed, ped, sed, ghed, ked,' will be enunciated always as 't'. The words missed , laughed, kicked, etc.,has to be phonated as /mɪst/ læft/ /kɪkt/ etc.
- One has to direct the pupil to conserve it in the minds that when a words ends with 'rs' the 'r' become silent and 's' becomes 'z' as in teachers, doctors,
- The mode of learning as ' pu' in' popular' is to be eschewed and alter it invariably as '/ pju:/ The paradigm of such words are student as ' stju:/ regular, /gju:/ peculiar, /kju:/ etc.

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- The vocalization of sound in the word volunteer, teer is voiced as / tiə/. The analogy of words are mountaineer, engineer, career, charioteer, etc
- The smooth glance of the basic word of ' houses' is ordinarily articulate as ' ses' but it is ' siz' . The alike ones are buses, matches, etc.
- If the consonant 'r' is followed after any vowel, that 'r' is not to be voiced as in the word iron, partner, chart, etc. / pɑtnə/ :tʃɑ:t/
- No bewilderment during teaching of the silent 'h' in any words that starts with 'h' because there are five in number that 'h' becomes in the words like honest, hour, honour, heir, and herbal. The antique usage of silent word of 'h' are in hotel and history. / ɑ:nɪst/ /ɑ:/ etc.
- Natural pursuit of pronouncing the word ' cial' is /tʃəl/ but to be phonated as /ʃəl/. The identical words are precious, judicial, initial, etc.
- The central word is deleted for vocalizing the sound for perceptible pronunciation in the words like excluding 'e' in interest, difference, vegetable and 'a' in negative, temperature and 'i' in positive, etc.
- Albeit alphabet 't' is supplemental in the words rapport, depot, debut, robot, bouquet, etc., the sound of 't' is consummately deleted during the utterance. As / rəʊbət/ /dɪpət/,debju:/
- People typically pronounce 'ow' as /əʊ/ but they have to be phonated as /aʊ/ The akin sounds are window, allow, widow, shadow, etc.
- The utmost English native speakers utter the sounds contrary to each other as in the words government, they pronounce 'f' instead 'v' and correlatively 'b' for 'p' 'd' for 't' etc. They voice the word letters and /ledəz/

The mnemonics in sparse of the above itemized words displays to pronounce the words of akin dexterously if the coach unveils such mnemonics for all the words. Then, the pupil commemorates the accurate pronunciation for each word of similarity and foster their communication capability with exemplary pronunciation and facile any word of pronunciation parallel to the best native speaker.

## JURY-RIGGED POSSIBLE EXPLICATIONS TO POLISH THE PRONUNCIATION.

Alice Hoffman says 'that every problem has a solution and measures although it may not be the outcome that was hoped for.' The palpable truth is "Wrong learning leads to bad destiny." So, acknowledging errors and scrub with endeavor fetch productive result. The below propositions enhance the potentiality of adopting impressive pronunciation during communication.

- Pronunciation with exception of voiced and voiceless sounds should be focused. Eg: ' missed ' should be pronounced as / mist/, girls as / gəlz/ laughed as / læft / , robbed as / rɔ:bd/ only .
- Attaining the influence of silent words. Pseudo, debris, buffet etc
- Reinforcing the pronunciation patterns with activities. Eg: pronunciation exercises, intonation pattern, rising and falling tone, stress, etc.
- Pair or group tasks of pronunciation activities are to be entrusted eg: role plays, supposition speeches, etc
- Reciprocate interactions of varied ideas of pronunciation among the pupil should be adhered.

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- Fostering the phonetic ability and its usage among the pupil.
- Usually the students listen to the words with his previous knowledge. So, the teachers have to mend their knowledge to the accurate level by imparting them the rules of pronunciation. For instance. If the students listen as baby / beibi/ they utter a word as/ be:bi/ as they listened it previously as /be:bi/, similarly in the words like difference, / difrens/ positive /postv/ , green park / greempark/.etc.
- Must procure the differentiating of sounds for the subtle words like bourgeois, rendezvous, ecstasy, etc
- Mother- tongue influence while uttering is wholly to be endeavored to eliminate. Shirt as / ishirt/ by the Urdu men,
- The unfamiliar sounds for the words are to be referred through Dictionary of Pronunciation or from other sources of internet websites, videos, phonetic transcription exercises, etc.
- Better of familiarizing the rules of the pronunciation to grasp the mistakes that we committed before and should be cautious to use in the offing.
- Everyone should knock to look at the pronunciation while browsing for the meaning. This may alleviate and minimize the mistakes that are made in.
- Listening through proper linguist or eminent teachers. "The best teacher helps everyone and a bad one spoils them. Many surveys and researchers have brought the limelight of myriad instances of pronouncing the words by the students in vague because the students learn and imitate as the teachers do. Eg: government / g əvənmənt/ ʌfmənt/ but is pronounced as / /gʌfmənt/
- The speech pattern techniques have to be learnt through the connected words, assimilation, etc. It is even better recording and checking oneself yields good result.
- The sooner that we identify the mispronunciation, the merrier it should be noted in the book for mastering it or else we use them incorrectly without perfection for the years to come also.

**CONCLUSION**

This study proffers that legitimate pronunciation should be catechized the children in lieu of familiar untrue one where the pupil just proceeds to the taught. Many surveys specified about the revising update of the pronunciation required for the current genesis where this planet developed into tininess as the globalized village. Struggling without flawless requisite pronunciation eventually causes nay of speaking and listening. So, Focus on the path of fostering explicit pronunciation raises the curiosity to engage in learning.

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