



Oybek XUDAYBERGANOV,
O‘zbekiston Milliy universiteti magistranti
E-mail: mr.khudayberganov@gmail.com

O‘zbekiston Milliy universiteti dotsenti, f.f.n I.Jurayeva taqrizi asosida

THE TRIANGLE OF REASONS OF PRONUNCIATION ERROR PRODUCTION IN FOREIGN LANGUAGE TEACHING

Annotation

Traditional foreign language teaching considers pronunciation errors to be the learner’s fault. Most teachers agree that such errors are part of the learning process, but they rarely focus on how teaching methods influence the error production. This paper presents a hypothesis of “the Triangle of reasons” that explains the main components responsible for error production. This approach allows pronunciation errors to be seen as a shared responsibility in the classroom.

Key words: Students’ errors, pronunciation, error analysis, foreign language teaching, sources of error production, teaching material.

ТРЕУГОЛЬНИК ПРИЧИН ОШИБОК В ПРОИЗНОШЕНИИ ПРИ ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

Традиционное преподавание иностранных языков рассматривает ошибки в произношении виной учащегося. Большинство учителей согласны с тем, что такие ошибки являются частью процесса обучения, но они редко уделяют внимание тому, как методы преподавания влияют на возникновение таких ошибок. В данной статье представлена гипотеза “Треугольника причин”, которая объясняет основные компоненты, ответственные за возникновение ошибок. Такой подход позволяет рассматривать ошибки в произношении как общую ответственность в классе.

Ключевые слова: Ошибки учеников, произношение, анализ ошибок, преподавание иностранного языка, источники ошибок, учебный материал.

CHET TILLARINI O‘QITISHDA TALAFFUZDAGI XATOLARNI YUZAGA KELISH SABABLARI UCHBURCHAGI

Annotatsiya

An’anaviy chet tilini o‘qitish talaffuz xatolarini o‘quvchining aybi deb hisoblaydi. Ko‘pchilik o‘qituvchilar bunday xatolar o‘quv jarayonining bir qismi ekanligiga qo‘shilishadi, ammo ular kamdan-kam hollarda o‘qitish usullari xatolarga qanday ta’sir qilishiga e’tibor berishadi. Ushbu maqolada xatolarga sabab bo‘ladigan asosiy komponentlarni tushuntiruvchi "Sabablar uchburchagi" gipotezasi keltirilgan. Ushbu yondashuv talaffuz xatolarini sinfda umumiy mas’uliyat sifatida ko‘rish imkonini beradi.

Kalit so‘zlar: O‘quvchilarning xatolari, talaffuz, xatolarni tahlil qilish, chet tilini o‘qitish, xatolar paydo bo‘lish manbalari, o‘quv materiallari.

Introduction. Pronunciation is one of the challenging areas in foreign language teaching. It receives less attention than grammar and vocabulary, which means, pronunciation errors are often overlooked or attributed to learner-centred factors, such as limited ability, fossilization or language transfer. However, this learner-focused view leaves one fact – that pronunciation errors are influenced by the whole teaching system – in periphery. Learners do not learn pronunciation on their own, meaning that they are affected by teaching materials, teacher input, and feedback. That’s why, pronunciation errors should be seen not only as the learner’s responsibility, but as the result of the teaching environment.

To address this issue, we introduce “the Triangle of reasons” with the main problem being in the centre. It is a hypothetical and philosophical point of view towards error analysis that relies on several fundamental theoretical thoughts.

Literature review. At the very beginning of English language learning, it is necessary to lay a solid foundation for correct pronunciation and independent work with the language. After all, it is well known that “a foreign language cannot be taught, it can only be learned.” It is clear, therefore, that from the very first lessons, it is necessary to teach each student to work independently, to the best of their ability, especially with

audio aids. This will require a considerable amount of time, attention, and patience on the part of both the teacher and the students [1].

When we study the standard works on the teaching of modern languages it comes as a surprise to find how cursorily the authors deal with the question of learners’ errors and their correction. It almost seems as if they are dismissed as a matter of no particular importance, as possible annoying, distracting, but inevitable by-products of the process of learning a language about which the teacher should make as little fuss as possible. It is true that the application of linguistic and psychological theory to the study of language learning added a new dimension to the discussion of errors; people now believed they had a principled means for accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language. The major contribution of the linguist to language teaching was seen as an intensive contrastive study of the systems of the second language and the mother-tongue of the learner; out of this would come an inventory of the areas of difficulty which the learner would encounter and the value of this inventory would

be to direct the teacher's attention to these areas so that he might devote special care and emphasis in his teaching to the overcoming, or even avoiding, of these predicted difficulties [1].

Teachers who through necessity or choice use a coursebook will sometimes wish to supplement the book in other ways, e.g. by providing a variety of texts, or by introducing authentic texts or tasks if these are not included in the coursebook; and that teachers who do not use a course book will nevertheless need to source texts and think about how best to use them for the benefit of learners [2].

There is a belief that language learning (in the first and additional languages) is facilitated by four interrelated conditions:

Exposure to suitable samples of the language in sufficient quantity (suitability being a matter of quality as well as appropriateness to the learner).

Opportunities for relevant practice (receptive as well as productive), that is, engagement with language samples and other language users.

Motivation, which may exist independently of conditions 1 and 2 but may also be stimulated by these.

Feedback – not necessarily in the form of error correction, but certainly a response indicating whether or not one has been understood.

By providing opportunities for learners to interact with real materials, create materials and communicate with others about those materials, and by structuring that experience so that feedback is available, we may be able to do more than just

establish a fertile environment for classroom learning. We can also hope that out of these conditions springs the motivation for learners to want to carry on communicating and learning out of class [2].

In the field of methodology there have been two schools of thought in respect of learners' errors. Firstly, the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred[1].

Methodology. What if pronunciation-related errors we analyze in students are not actually their errors only, and there are others who share the blame on this? Meaning that, students are those who produce observable errors, but the source of those errors is somewhere else in the past, around and in the periphery. In the diagram below, there is a chain of agents that contribute to error production process – a student, instruction (instructor), and a material. Student-related factors such as L1 transfer, perceptual limitations, and cognitive load remain relevant. However, within the Triangle of reasons, these factors are viewed as interacting with instructional conditions rather than operating independently. A student's difficulty may be mitigated depending on the quality of explanation and material support.

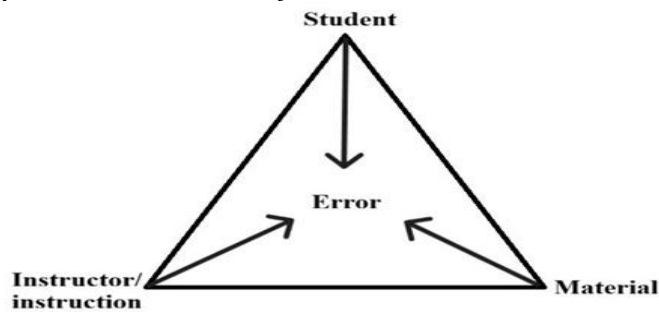


Diagram 1. The Triangle of reasons of pronunciation error production.

Philosophically speaking, each component of the triangle relies on the other two to function effectively. A learner depends on materials that accurately represent phonological features and on instruction that decodes these representations. Instruction relies on materials for structure and on learners for feedback and responsiveness. Materials, in turn, presuppose competent instructional mediation and learner engagement.

Analysis and results. When one of the three components malfunctions, the system is sentenced to lead the learner to error production. What we mean is:

A student always relies on a study programme, which is designed to achieve specific goals, and proper instructions – in our case an instructor – who should provide those instructions and monitor progress. And what happens when either a material or an instruction malfunction? So, even if a student has a good material but the instructions are poor (or the instructor cannot explain the task of an exercise; fail to explain a rule; cannot properly pronounce a word; does not give feedback when needed or treats errors as a normal case and etc.). The possible errors are overgeneralization, misunderstanding, and not understanding the task. And vice versa, even if the students are given clear instructions but the material is either poorly designed (lacks educational essence for

students; cannot grab their attention nor motivation), it can lead to a situation where students treat the subject superficially.

A teaching material needs to be designed to meet the students' needs and an instructor/instruction should decode the tasks and rules, provide feedback, and evaluate the students. Even if the material is well-designed and the instructions and well-constructed, it may not be effective unless the students have enough background knowledge or, at least, are motivated. As a result, the student might end up completing tasks without really understanding them. On the other hand, a material cannot be considered to be effective if the instructions are weak, for example, poor feedback or its absence. Errors may continue to be made because students do not receive enough guidance.

An instructor decodes the idea of the material for students. Even if the instructor provides clear explanations but the material is poorly designed, teaching process turns into constant fixing process rather than guiding the students.

So, the idea is to decentralize the concept of "student's error" and work on unknown or unnoticeable sources/reasons of the error production. Working on pronunciation issues we noticed the following sources/reasons of why there is an error in students' speeches:

Observed errors	Source	Description	Example
Stress shift in common word	Instructor	The instructor emphasizes incorrect syllable stress; learners adopt this mispronunciation.	Pronouncing 'record' (noun) as /rɪ'kɔ:rd/ instead of /'rekɔ:rd/.

Pronunciation of silent letters	Learning material	Materials present words in spelling-first tasks without IPA transcription. Learners rely on orthography, leading to pronounced silent letters.	E.g., pronouncing ‘knife’ as /knaɪf/ instead of /naɪf/.
Overgeneralization	Student	Errors due to (wrong assumption) logical conclusion that were made from limited, specific, or isolated evidence that are given by materials or instructors.	E.g., mispronouncing ‘spread’ as /sprɪ:d/, because students caught the pattern of pronouncing the digraph -EA- as /i:/ from a range of words, e.g. heat, read, leave.

It does not mean that a particular learning material or instructor is bad, but tries to investigate how to avoid the error production by advancing these three components while considering the interconnection between them.

Conclusion. The Triangle of reasons is a hypothesis that helps us understand why pronunciation errors happen in language learning. It shows that errors are not just the learner’s fault, but can also come from instructors or learning materials. By focusing on how students, instructors, and materials interact,

we can analyze mistakes more completely. Although the given ideas are mostly theoretical and hypothetical, it can guide research. Future studies could create clear ways to identify which node of the triangle is causing problems and work on refinement of it, be it material selection or instruction clarity. Seeing pronunciation errors as a result of the whole system, rather than just a learner-centred case, can change how teachers teach and take responsibility for students’ learning.

REFERENCES

1. Corder, S. P. The significance of learner’s errors // *International Review of Applied Linguistics in Language Teaching*. - 1967. - Vol. 5, no. 4. - P. 161–170.
2. McGrath, I. *Materials evaluation and design for language teaching*. - 2nd ed. - Edinburgh: Edinburgh University Press, 2016. - P. 312.
3. Верещагина И. Н., Приत्यкина Т. А. *ENGLISH. 1 класс: книга для учителя* // - Москва.: Эксмо, 2017. – 112 с.