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Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology. English Language and Literature Studies; Vol. 4, No. 4; 2014 ISSN 1925-4768 E-ISSN 1925-4776 Published by Canadian Center of Science and Education 31. Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology.

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A Study of Pronunciation Problems of English Learners in China. This paper analyzes some frequently occurring problems concerning pronunciation of English learners in China. Factors leading to these problems are interference of Chinese, learners' age, attitude, and their insufficient knowledge of phonology and phonetics systems of the English language, etc.

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ENGLISH PRONUNCIATION PROBLEMS OF THE TERTIARY LEVEL STUDENTS IN BANGLADESH: A CASE STUDY Afsana Begum, M.A. in English Language Teaching International Islamic University

ENGLISH PRONUNCIATION PROBLEMS OF THE TERTIARY LEVEL ...

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The lack of opportunity to practice English pronunciation is another prominent problem in the improvement of English pronunciation. Several studies compared the accuracy of pronunciation of people living in English-speaking countries and those who did not.

Pronunciation Problems of Thai Students Learning English ...

pronunciation problems of English diphthong sounds. These sounds seem to pose actual challenge for many Sudanese EFL learners. They seem to confuse /u:/ , /ɔ:/, /ei/ , /i/ and so on. The study seeks to identify the areas of difficulty and find the causes for such difficulty. To this end, the

Problems Encounter Sudanese EFL Learners in Pronouncing ...

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pronunciation problems that always occur in the learner language. It is in the perspective of developing the area of pronunciation teaching that the present study has been undertaken.

Error Analysis as a Remedy for Pronunciation Problems: The ...

A Case Study on the Pronunciation Difficulty of English Language of GIS Grade 10 Learners: A Developmental Program Proposal Crisostomo, Elsie C., Diaz, Jundell C., Veran, Gennebeth R. Gibitngil Integrated School; Argawanon Integrated School; Gibitngil Integrated School Abstract This case study investigates the problems in

English pronunciation experienced by learners whose first language is Sugbuanon'g Binisaya.

A Case Study on the Pronunciation of English Language of ...

Pronunciation Problems among Saudi Learners: A Case Study at the Preparatory Year Program, Najran University Saudi Arabia Jalal Ahmad Abstract This study attempts to investigate the difficulties Saudi students encounter when pronouncing certain English consonant sounds. All participants in the study are adults who graduated from

LANGUAGE IN INDIA

Problems of Pronunciation for the Chittagonian Learners of English: A Case Study. Journal of Education and Practice www.iiste.org. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 2, No 6, 2011. 1.

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The paper is an attempt to understand and analyze the problems and errors made by the students whose L1 is Hindi and other Indian languages and trying to learn English as a second language in India. The errors made during the test are categorized and

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The problem to be analyzed in this research is the problem of pronunciation by the Yoruba speakers of English. The research work is meant to test and see if truly the transfer of Ll to L2 (that is, the Yoruba phonetic system and the English phonemic system) are the major causes of the problem of pronunciation by the Yoruba users of English sounds in attaining the Received Pronunciation standard.

ANALYSIS OF THE PROBLEMS OF ENGLISH PRONUNCIATION AMONG ...

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Definition of case_1 noun in Oxford Advanced Learner's Dictionary. Meaning, pronunciation, picture, example sentences, grammar, usage notes, synonyms and more.

ICHSS is an international seminar that is held every two years organized by the Research and Community Service Institute of the State University of Malang. The meeting aims to discuss the theoretical and practical developments of Social Sciences and Humanities in Indonesia and other countries with a view to build academic networks by gathering academics from various research institutes and universities. Community empowerment serves as a trigger to increase community independence and to cope with the challenges resulting from the rapid development of technology. An important aspect of the community empowerment effort is to link the results of innovation research for the benefit of community. The results of research should not only be limited to publications in the academic environment. Open Access to various forms of the existing literature is one of the requirements for innovative research to develop optimally. Therefore, this seminar has also served as a place for field researchers from various geographical areas to socialize, to discuss and to find solutions to current issues in the field of social sciences and humanities, as well as to build cooperation and synergy in creating ideas for mutual collaboration and to create joint research.

Traditional dialects have been encroached upon by the increasing mobility of their speakers and by the onslaught of national languages in education and mass media. Typically, older dialects are "leveling" to become more like national languages. This is regrettable when the last articulate traces of a culture are lost, but it also promotes a complex dynamics of interaction as speakers shift from dialect to standard and to intermediate compromises between the two in their forms of speech. Varieties of speech thus live on in modern communities, where they still function to mark provenance, but increasingly cultural and social provenance as opposed to pure geography. They arise at times from the need to function throughout the different groups in society, but they also may have roots in immigrants' speech, and just as certainly from the ineluctable dynamics of groups wishing to express their identity to themselves and to the world. The future of dialects is a selection of the papers presented at Methods in Dialectology XV, held in Groningen, the Netherlands, 11-15 August 2014. While the focus is on methodology, the volume also includes specialized studies on varieties of Catalan, Breton, Croatian, (Belgian) Dutch, English (in the US, the UK and in Japan), German (including Swiss German), Italian (including Tyrolean Italian), Japanese, and Spanish as well as on heritage languages in Canada.

This is a collection of 48 highly useful case studies of children and adults with communication disorders.

Statements like "Ich kann doch nicht shufflen!" or other language mixings belong to the everyday life of bilingual children. This book deals exactly with this topic and contains a case study about English-German bilinguals having lived in Great Britain and the U.S. and now growing up in Germany. Thereby, the study is based on the current theory of bilingualism. The study was conducted with a family living in Germany whereby the children were 8, 10 and 12 years old. They were studied for 2 weeks in their everyday lives, and the results should be of interest for all kinds of

readers who are interested in languages and their acquisition or who are personally involved in bilingualism. In chapter 1, the term 'bilingualism' is described briefly, the reasons for the chosen topic are portrayed, and the family of the case study and their special situation is introduced. In the next chapter, a general overview about the theoretical background of bilingualism is given. Important sub items of this chapter are the current status of research, the ways in which bilinguals can be categorized, the 'one person – one language principle' and interferences and code-mixing as important components of bilingualism. In chapter 3, the case study itself is presented. Here, the aims, methodology and materials of the study are described. Subsequently, the results of the case study are brought into relation with the underlying linguistic theory. At the end of the book, the findings of the study are summarized, and further, the consequences for the three children's language acquisition processes are drawn.

This book advocates a new approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers, rather than imitating native speakers. It will be of interest to all teachers of English as an International Language, especially Business English. It proposes a basic core of phonological teaching, with controversial suggestions for what should be included.

"This course offers current and prospective teachers of English a comprehensive treatment of pronunciation pedagogy, drawing on both current theory and practice. The text provides: - an overview of teaching issues from the perspective of different methodologies and second language acquisition research - innovative teaching techniques - a thorough grounding in the sound system of North American English - insight into how this sound system intersects with spelling, morphology, listening, and discourse - diagnostic tools and assessment measures - suggestions for syllabus design. Discussion questions and exercises encourage teachers to draw on their personal language learning/teaching experience as they assimilate the contents of each chapter. A training cassette offers practice in assessing learners' pronunciation"--Publishers's website.

English as a Foreign Language in Saudi Arabia: New Insights into Teaching and Learning English offers a detailed discussion of key aspects of teaching and learning English in the Saudi context and offers a comprehensive overview of related research authored or co-authored by Saudi researchers. It provides readers with an understanding of the unique cultural, linguistic, and historical context of English in Saudi Arabia—with a focus on the principal factors that may influence successful teaching and learning of English in this country. Uniquely, the book looks separately at issues pertaining to in-country English learning and learners, and those pertaining to in-country English teaching and teachers. The volume also explores issues concerning Saudi learners and teachers in overseas contexts. Lastly, the book touches on the future of English as a Foreign Language and TESOL in Saudi Arabia and its implications for the field.

First of all the author wants to make it crystal clear that the present work is of a great benefit both for the English and Arab learners of the target language either Arabic or English. This edition of the book pinpoints previous researchers' findings regarding English and Arabic phonological, morphological and syntactic similarities and differences and how all these differences result in mistakes and errors by the

Arab learners of English in their learning process. These mistakes or errors are unconsciously or involuntarily made by Arab learners of English due to the differences between the system and sub-systems of the two languages. The present attempt is the result of my realization as an English language teacher as to how a teacher can minimize students difficulties in learning of English and maximize their knowledge, skills and competency of English as a foreign or second language. This is the first edition. The work is pedagogically oriented and primarily intended to make teaching-learning of English as a foreign/second language a bit easy especially for the first-year university students of English language in the Arab world: (Gulf area such as KSA, UAE, Kuwait, and the Middle East Area, such as Jordan, Syria, Lebanon and so on). The focus is on phonetic and morpho-syntactic variations in Arabic and English languages. This area of research becomes more interesting through the assumptions – (i) information about the differences and similarities between Arabic and English language is to be supplied at an early stage since this facilitates the students learning task, (ii) the differences are to be presented in pedagogically suitable format, (iii) it is useful to separate and present phonetics, morphological and syntactic categories as they function in suitable contexts and not merely abstract notions, (iv) before students may tackle contrastive analysis, they should have basic knowledge of Arabic and English languages similarities and differences and (v) pre-modification and post-modification of lexical and syntactic structures are to be explained appropriately.

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