

Exploring English Pronunciation Teaching In Uzbekistan

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Abstract : This paper examines the issue of the pronunciation of English by Uzbek learners and why it appears to be such an intractable problem despite excellent effort. The research is influenced by Saracén's argument that takes a critical approach to World English and the key issue of reconciling language as a scheme with language as a social exercise. Because the examination system in Uzbekistan's public education industry favors written over spoken job, English-speaking abilities have become marginalized in the college curriculum, including English pronunciation. Paradoxically, motivated by globalization, the need for Uzbek to be able to interact with a multitude of English speakers from around the globe has increased. This paper is a case study investigating English pronunciation teaching and learning in one Uzbek school. Instead of adding to the current significant literature on comparative phonology between English and Uzbek, the research focuses on social, psychological and cultural elements that affect Uzbek English learners.

Index Terms: pronunciation, a communication instrument, Cinderella of linguistic learning, a specific stretch of sound, intelligibility versus native like, a long-term objective, modest status, grammar-translation techniques

1 INTRODUCTION

As demonstrated by an increasing global study body, teaching and learning in English as a second language and English as a foreign language contexts are mainly overlooked [1; 5; 12; 14; 16] EP shares the same modest status in Uzbekistan in different countries around the globe. Like most other nations in the globe, Uzbekistan has historically used "teacher-centered, book-centered, and grammar-translation techniques" to teach EFL, where students showed "a good deal of reliance on the teacher" [2; 3]. Activities of learning and teaching place excellent emphasis on grammar, reading and writing, while educators and learners seemed to ignore oral skills. Therefore, EP became a language learning element that was not essential and was dedicated to it for a short time. At that moment, the primary purpose of studying and teaching was to pass exams or obtain certificates. This strategy resulted in "learners being able to obtain the greatest results in the tests but failing to demonstrate their excellence in performance in actual life" [4]. In Uzbekistan's modern EFL, many educators no longer depend solely on grammar translation techniques, but complement them with other learning techniques, recognizing English to play an increasingly important role. EP has now gained more attention in Uzbek communications with the outside world, as Uzbek people understand it is a key factor that can assist contribute to their successful English communication. EP is not simple to learn, however, particularly from Uzbeks. Scholars have shown that while Uzbek learners spend many years in college domestically learning English, foreigners still find it difficult to understand.

Many studies have been performed in an effort to explain what makes EP so hard for Uzbek people to master, and most of them concentrate on the phonological distinctions between English and Uzbek. Therefore, this research seeks to explore the objectives and problems that learners and educators have when learning and teaching EP. Ultimately, this research hopes to shed light on EP elements in kindergartens that could make learning and teaching methods easier. My personal teaching experience and observations are based on a strong motivation for this research. All that I learned in my English teaching career came through my Uzbek English teachers, and my EP is no exception. I rarely used English to explain things to my students in my very first years of teaching as I myself thought my EP didn't sound great enough. Many years later, I used English more frequently and felt more comfortable and confident in speaking it to my learners of all ages from all areas of Uzbekistan, although I knew my EP still required enhancement for some. I knew that because of my own long-standing exposure to and use of English, that important shift occurred to me. It was not a matter of my EP understanding such as phonology, phonemes or stress and intonation, but rather a matter of trust, self-esteem or private attitude and faith in my oral English abilities; Efforts to use English in my actual life activities; and the effect of social and cultural circumstances linked to the whole setting in which my English could be used. I thought other learners might have the same trouble as I had with EP, including my own students, or their problems might be even more severe. Every day, I witnessed my students struggling with English oral skills, some hated it, some liked it, but didn't know how to enhance. They spent many years studying English, but what they usually accomplished was some understanding of grammar and vocabulary—even a single term in English was rarely heard. Many of my learners complained that they knew how to pronounce a word, but it became a totally distinct word when they opened their mouths to create that word. They told me to clarify why they had such problems, why they spent years studying English, but there was no improvement in their English, and requested me to demonstrate them how to know English well. I really want to do something to assist them with their EP with all that I've seen and heard from my learners. The first objective of this

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study is to identify the importance of forming and developing of English pronunciation to the preschoolers with the help of surveys, explain and extend the results of prior studies on the perceptions of learners and teachers about EP learning and teaching in the context of ESL/EFL. The second objective is to fill a gap left unaddressed by previous research focusing on the phonological and phonemic aspects of EP, rather than the use of English in specific everyday contexts where factors such as attitudes, perceptions and beliefs are crucial to language development. The other sees language as a type of social exercise, that is, as inseparable from many human activities, as being used as an essential part of it ". With respect to the former perspective, language is officially defined as "the spoken or written communication scheme used by a nation, individuals, community, etc. [5], or ' a set of (finite or endless) phrases, each finite in duration and built from a finite set of components. In reality, the nature of language is very complicated" [7]; It is also perceived as "a communication instrument.... To achieve ends that go beyond the language itself "[8], and language does not consist of sentences; it consists of text or discourse—the exchange of meanings in interpersonal contexts of one kind or another. Language is seen by this last definition as a cultural semiotic, that is, "language within a socio-cultural framework in which culture itself is interpreted in semiotic terms" [9]. It is evident that studies on EP teaching and learning have, with sounds, words and phrases (i.e. language as a scheme), placed the primary focus on the language itself. With sounds, words and phrases (i.e. as a system language). Factors linked to the teaching and learning of EP in a socio-cultural context (i.e. English as social exercise) were mainly unexplored and therefore need to be investigated through studies. Because of "traditional pedagogy [in Uzbekistan] emphasizing the acquisition of grammar and vocabulary rather than communicative skills," a large number of graduates with years of learning English still have such poor English listening and speaking skills that they cannot put them to practical use, for instance, to take up a place in Uzbek-based overseas business. With the desire for a better career future, many Uzbek learners are turning to enhance their English oral skills. Fourthly, my thesis aims to find responses to three primary issues of studies: 1. What is Uzbek learners ' primary objective in terms of English pronunciation teaching? 2. What are the problems encountered by Uzbek English learners and educators when learning and teaching English pronunciation? 3. Who thinks Uzbek learners / teachers can best teach Uzbek learners English pronunciation? Why? By answering these questions, this study seeks first of all to obtain a greater knowledge of what is really the primary objective of students in studying EP whether they want to attain native pronunciation or just intelligible English, defined "as to what extent the speaker's voice signal can be recognized as the words the speaker meant to generate"[10]. Then recognize the problems that learners and educators experience when learning and teaching EP; and finally whether local or foreign professors are regarded to be Uzbek students ' best EP professors. Hopefully, the results will provide better data to all two stakeholders to comprehend each other's issues and determine if learners need to revisit their objective; Teachers need to modify the manner they usually teach or offer more guidance to assist

them learn and set realistic and achievable objectives, and eventually whether it is time for a fresh socio-cultural strategy to teach EP in Uzbekistan to be implemented. As mentioned above, a great deal of research has been conducted worldwide to demonstrate the phonological and phonemic differences between English and L1 to help learners understand better what EP is with the hope of gaining a higher English level. This understanding is undoubtedly essential and crucial for any English learner. Knowing EP with understanding of sounds, words, phrases and phrases alone is not enough, however, as there are many variables that can have a significant effect on EP learning and teaching, such as learning correct EP from the very young preschool ages, learning and teaching techniques, the language environment for English practice and use, or the confidence of educators.

2. LITERATURE REVIEW

"Pronunciation was not given due attention in the field of language education despite being recognized as a significant element of linguistic learning" [11; 12; 14; 16]. Pronunciation is undeniably a significant element of second language learning, It's function in English programs differs significantly, and its time depends mainly on the language educators themselves, and there is no assurance that pronunciation is part of periodic class and student self-study activities. Even long before the beginning of the communicative age, many scientists argued that pronunciation was not given as much attention as other abilities [1]. For instance, pronunciation was the "Cinderella of linguistic learning", i.e., kept out of sight and behind doors. Likewise, echo that pronunciation suffered from "the syndrome of Cinderella" [6]. Pronunciation as "an orphan in English worldwide programs" [18]. Scientists have clearly acknowledged that pronunciation teaching in English language schools is not typically what it should or might be, and there may be deep consequences for learners. "Pronunciation is perhaps the most open to judgment linguistic feature. As a most noticeable phenomenon of surface structure, one's accent readily evokes the biases of people. For the same reason, pronunciation was the language training element that was most prescriptively taught [5]. Teaching pronunciation has never been a simple job and even experienced and well-trained non-native English speaking educators may feel insecure about the scenario where they use their own speech as a learning practice template [16]. As a consequence, many English language educators tend to prevent teaching pronunciation as they lack abilities, understanding and trust. In addition to these problems, Burgess and Spencer claim that educators are faced with many problems in teaching English pronunciation, including selecting pronunciation characteristics; The ordering of the chosen characteristics; the type(s) of discourse in which pronunciation is to be practiced; the selection of techniques to produce the most efficient outcomes; and the quantity of detail to be used at distinct phases. Burgess and Spencer also claim that marking the distinction between phonology and pronunciation when it comes to teaching English pronunciation is essential and helpful. They state that "phonology of a target language consists of theory and knowledge about how the sound system of the target language works, including both segmental and supra

segmental features" whereas "pronunciation in language learning is the practice and meaningful use of TL phonological features in speaking, supported by practical interpretation in the TL discourse of those phonological characteristics that one hears "[3]. Phonology therefore relates to 'a specific stretch of sound' that includes a sequence of phonemes' (which can be recognized and described by adequate labels), whereas, on the other side, pronunciation relates to listening, talking, Appropriately, interpreting and generating phonological characteristics. It would therefore be useful to maintain in mind, first and foremost, that most learners need to know how to pronounce TL sounds rather than to explore in depth the nature of these sounds themselves [4]. That difference, that distinction. This difference, which characterizes language as a scheme versus language as a social exercise, is often blended and muted in language schools. Over time humans have learned extra languages for thousands of years, but according to Celce-Murcia et al. Modern history of pronunciation learning dates back about 200 years [15]. In this historical period, pronunciation teaching has constantly altered its stance owing to the ebb and flow of distinct techniques of language teaching. Indeed, some techniques and approaches, such as the Reform Mo, have either been granted the greatest status. The Audiolingual Method and Oral Approach (developed in the 1940s and 1950s) and the Silent Way Method (appearing in the 1970s) or "the back seat in the language classroom has been assigned" as in the case of the Grammar-Translation Method; the Cognitive Approach (appearing in the 1960s) and the Communicative Language Teaching (appearing in the late 1970s) [19]. During the 200-year history of EP learning, the most notable problems discussed in modern linguistic circles were the discussion on intelligibility versus native like; the focus on segmental / supra segmentals; and the Lingua Franca Core thoughts of Jenkins (2000). Intelligibility versus native-likeness debate. In debates on the primary objective of pronunciation learning, two opposing "values" (or "positions") are commonly endorsed: the principles of native-likeness and intelligibility [20]. The former proposes that the aim of teaching pronunciation is to assist learners attain native-like mastery of the target sound system. The latter holds that it is only realistic for foreign language students to obtain a functionally comprehensible speech and that learners with foreign accents are able to attain fluency as long as their accents do not impede the intelligibility of their speech. Recently, when English has become an international language and native pronunciation seems out of reach for most learners of English as a second language, English as a foreign language, it is necessary to revisit the objectives of pronunciation learning and teaching in particular learning situations. While methods of pronunciation learning are informed by a theoretical position (which has tended to differ over time), the techniques used by language educators to teach pronunciation in the classroom also merit consideration. Traditionally, language educators use the phonetic alphabet and activities such as transcription practice, diagnostic passages, comprehensive description of articulatory structures, recognition / discrimination tasks, developmental approximation exercises, concentrated manufacturing duties (e.g., minimal pair exercises, contextualized phrase practice, reading of brief passages or dialogues, reading

aloud / recitation-reading). Language twisters and matches (e.g. Pronunciation Bingo) "[14]. Celce-Murcia et al. also points out some other methods for learning pronunciation, such as listening and imitating, using visual aids, practicing vocal changes and stress changes linked to affixing, and recordings of the learner's own manufacturing. However, it is clear that one method is not suited to all issues; some learners may find it useful to learn pronunciation through some of these methods, while others may discover that certain methods are not at all efficient for them. Thus, determining which methods to use for which learners are a significant problem relies to a large extent on what is understood to be the primary objective of the learners and educators, to which we now turn our attention [6]. Learner views in studying English pronunciation According to Jenkins, as English is increasingly used as an international language, the objective of achieving a native accent is not the ultimate objective of the majority of learners, and communication with native speakers is no longer their main motive for studying English [17]. Learner's opinions in the study of English pronunciation. Jenkins argues that what English learners need is to be efficient in communicating with non-native speakers of distinct L1 backgrounds. It is therefore vital to consider which pronunciation norms and models are most suitable for English-speaking learners whose objective is to use English as a worldwide communication tool. A number of interesting outcomes have been shown in the student self-reports on objectives in English pronunciation so far [17]. For instance, learners have adverse attitudes towards (their own) non-native and outer-circle varieties of English, and tend to prefer accents that are familiar to them, such as British Received Pronunciation which looked at the attitudes of 400 students from 14 distinct nations towards indigenous and non-native English, the findings showed that learners "seen native-speaking pronunciation as a benchmark of accomplishment" [8]. Similarly, discovered that the preferred English pronunciation standard for Norwegian learners was American English (29 out of 70 participants). It was followed by British English (23 respondents) [28]. In contrast, in a more recent study on learner perspectives on English pronunciation teaching in the context of the EFL (Finland), found that fluency and intelligibility have been identified as the main objectives of the learner's English pronunciation and that there is no ambition to learn a specific variety of English [29]. Difficulties in studying English pronunciation. Foreign language students will inevitably experience problems particularly in pronunciation. Although little research has been done on what English learners self-report on their own learning difficulties, many studies have used other research methods, to explore the problems encountered by second-language learners when learning English pronunciation. Scientists have discovered that sophisticated ESL students have difficulty generating English-language sounds, especially consonants that do not occur in the target language phonological scheme and vowels such as lengthy and short vowel pairs. They also emphasized the need for speech training and that it should be an integral part of the ESL curriculum for students of all levels. English students whose language background is Sudanese Arabic Spoken had problems with the pronunciation of English Vowels. This can be pronounced in more than one way in addition to consonant sound

contrasts such as / z / and / error /s / and /b / and / p / , / error / and / terror/. in a research on English pronunciation among Saudi learners, focused on the problems experienced by Saudi learners in pronouncing English consonants, and the results demonstrate that The Arabic speakers in this research found it difficult to pronounce certain consonant sounds in English, such as: /p/, /d/,/v/,/t/,/p/,/p/, and / p/ [1]. More recently, in an investigation into the pronunciation problems of Turkish learners of English, that the major articulation problems that Turkish learners face when learning English are diphthongs and voiced and unvoiced [9]. In sum, the study reviewed above places a great deal of emphasis on researching the phonological issues that learners have when they speak English. None of the research pay attention to what learners themselves report about their own issues, including those that are non-phonological, such as their attitudes and preferences. In order to fill this gap, this thesis focuses in part on exposing what learners self-report on their non-phonological issues in learning English pronunciation. Teacher perspectives in teaching English pronunciation: In research on non-native English teacher views on the objectives and models of pronunciation teaching, found that six of the participants in the teaching program were teachers. Three would target a native accent, and the other three would target a non-native but intelligible accent for their teaching [32]. In the same vein, in a research examining the attitudes of future English teachers to teaching pronunciation within the EIL view, discovered that there are more future English teachers (46 out of 47) who think that the objective of pronunciation teaching is to assist. Students become apparent and intelligible rather than helping learners to become as native-like as feasible (41 out of 47). In-depth studies with eight non-native English teachers about their behaviors towards their own languages and their longing for native languages, found that all respondents showed their "ambivalence" about their behaviors towards their own accent and their own accent. Consider indigenous vowels as "excellent," "ideal," "true," "successful," "silent," "true" and "initial" English, while non-native vowels are "not nice," "wrong," "incorrect," "not true," "false," "deficient" and "powerful" [30]. In a study undertaken by Thomson, more than 180 English teachers from distinct nations were questioned about their behavior towards "emphasized intelligence Pronunciation of native speakers." The findings indicate that educators appear to see "emphasized intelligibility" as the most desirable result, and a proportion of them think that "indigenous speaking language" is "a benchmark of excellence, and therefore it is axiomatic that this only should be a long-term objective". Also, many of the teacher respondents in this study were revealed to have shown no input and regarded the option of pronunciation model as a decision for their learners to take [28]. Difficulties in learning pronunciation in English: "Spelling can be one of the most challenging components for language learners to practice and one of the lowest favorite subjects for educators to study in the school". Research has shown that the issues experienced by English language teachers are diverse, but there are some more important and more frequently viewed issues, such as absence of knowledge (i.e. pedagogical expertise). Teaching spelling and lack of adequate classroom coaching programs. For example, the study of the gap between

research and practice of pronunciation teaching, found that the teacher participants were reluctant to teach pronunciation. Which, according to the writers, stems from the failure of educators to learn the abilities needed [29; 30; 31]. In fact, in studies to explore the views and methods of ESL educators in pronunciation learning, found that many English language teachers are doubtful to have adequate context understanding and absence the needed trust to provide critical understanding. Assess questionable pronunciation beliefs and practices that they may find in their teaching materials. I can argue that there is a need for language teaching programs to give English language teaching classes to educators on how to learn pronunciation. The training and learning of pronunciation in the framework of Uzbek: Indeed, because of their poor English listening and speaking skills, a large number of new graduates from Uzbek universities cannot get a place in overseas companies. Studies have shown that "traditional pedagogy, which emphasizes the development of grammar and language rather than communicative expertise" can be regarded as one of the primary triggers of this issue. Similarly, Wright argued that "the traditional emphasis on precision in written language rather than the development of fluency in spoken language is not appropriate for many learners today" [32]. With absence of EP teaching and learning at preschool ages, contact and bad skills, there is a need to enhance Uzbek students ' English skills, in particular, oral skills are a question of interest to many stakeholders in Uzbekistan. Learners with excellent English pronunciation are probable to be appreciated even if they create mistakes in other fields, while learners with poor pronunciation will not be appreciated even if their grammar is ideal. Such learners may prevent talking in English and face social isolation, problems in jobs and restricted possibilities for further research. We evaluate individuals by the manner they talk, so students with bad pronunciation may be considered to be incompetent, uneducated, or missing in understanding. For these purposes, in attempt to promote Uzbek talking abilities, enhancing pronunciation should be a concern in kindergartens' ELT curriculum. That is why Uzbek learners discover it hard and hard. Research has also shown that while Uzbek learners devote "years of language research, many of them are unable to generate objectives for indigenous speakers" and "may not be conscious that their pronunciation is not intelligible".Questions to research: As mentioned in the earlier part, English-speakers in Uzbek face significant problems in teaching to speak English so as to be intelligible to other English-speakers. This research will therefore explore the problems that Uzbek learners and educators experience in studying and teaching English pronunciation. Rather than focusing on phonological distinctions between Uzbek and English (i.e. English as a scheme), this research focuses on cultural and psychological variables (i.e. English as a cultural exercise) that tend to have an effect on learning and teaching as reflected in convictions, views and behaviors. The plan will concentrate on the case study of a typical school, the perspectives of students and educators will be gathered to throw light on the problem of studying and teaching English pronunciation, and what is considered to be the most suitable English dialect system for Uzbek learners of English. Knowing this data would promote more focused

learning and teaching and eventually have consequences for real-life EP discussions in the Uzbek kindergartens' framework. To accomplish these objectives, the aim of the study is to address the previous main research issues: 1. What is Uzbek learners' primary objective in terms of English pronunciation teaching in kindergartens? 2. What are the problems encountered by Uzbek English learners and educators when learning and teaching English pronunciation? 3. Who thinks Uzbek learners / teachers can best teach Uzbek learners English pronunciation? Why?

3. METHODS OF ANALYSIS

Case study research is selected as the most suitable research strategy for this study to address research concerns. Like other methods of social science studies, case study research has its own "unique benefits and disadvantages, based on the three circumstances: (a) the sort of research question, (b) the influence and influence of real mental occurrences, and (c) the concentrate on modern rather than historical phenomena" [35]. 1). Taking all three circumstances into consideration, present research benefits considerably from the use of case study as it provides several advantages, such as assisting the scientist to "comprehend complicated inter-relationships" (in-depth knowledge of what needs to be explored) in "live fact" enabling discovery of the unknown and the rare; And allowing studies to "concentrate on the meaning of the idiosyncratic". By using case study research for this venture, the investigator has an appropriate and efficient

studies instrument to achieve the research objectives laid out in the past portion.

3.1 Analysis

This case study uses both qualitative and quantitative methods in the context of an interpretive research paradigm, gathering information through questionnaires and semi-structured surveys. The mixed-methods research: method utilizes the advantages of both quantitative and qualitative research. Its aim is to pick the finest techniques, spite of the qualitative quantitative gap, to discover the responses to these questions. In fact, blended techniques provide a more extensive image and comprehension of the study issue from both qualitative and quantitative views. Many academics have also endorsed the use of a mixed-method strategy, particularly in the field of social research. Whatever our theoretical direction, a robust combination of qualitative and quantitative data is essential in any research of human thought and actions" [36]. Since the nineteen twenties, the social sciences have evolved tremendously. And with that development, there is now nearly no significant problem—an area that is being researched solely by one technique.

4. DISCUSSION

Data collection has been carried out as shown in Figure 1.1. As a first phase, the investigator approached the proprietor by requesting authorization to perform the study at his school. When the investigator obtained a notice of permission from the director to allow the study, the study tools were ready for the information gathering phase. An ethical request for the behavior of studies was then ready and accepted.



Figure 1.1. Data collection procedures

Previously, study was performed with respondents in Uzbekistan. The questionnaires for the learners were submitted at the beginning of the class in both English and Uzbek, and the learners were permitted to choose the variant of their decision. While no participants were surveyed in this research, the questionnaires contained a number of 'accessible sections' in which the respondent could provide further data or remarks on their views, views or behaviors. After completion, the questionnaires were sent to the investigator. However, the students' questionnaires were allocated in a distinct manner, so that the position of the educators who received the questionnaires was changed. Hard copy of the

questionnaire, as they said, was more comfortable for them to finish. As a result, the investigator got hard copy copies of the finished teacher questionnaires. Teacher participants were expected to participate in both the interview and the questionnaire, but since the questionnaires were anonymous, there is no way for the researcher to match the questionnaire with which the teacher was interviewed. As the timing of the surveys mainly relied on the accessibility of the interviewee, some surveys were performed before and some were performed after the assessment of the questionnaires. It is also noteworthy that conversations with local educators were performed in Uzbek, so they had to be transcribed into English after transcription. The investigator performed the conversion on her own.

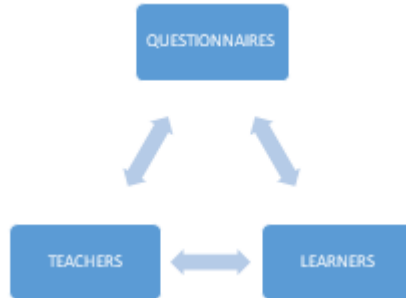
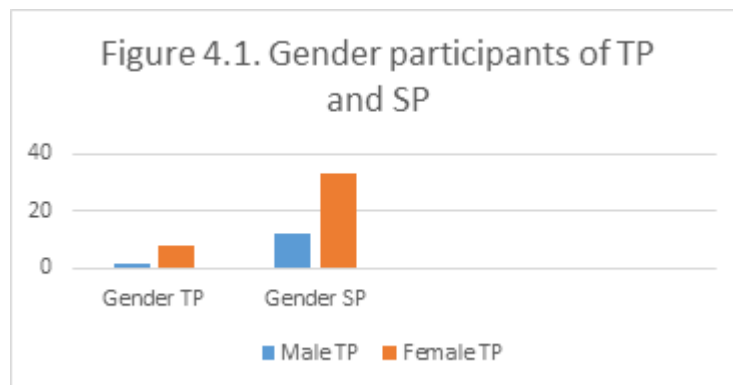
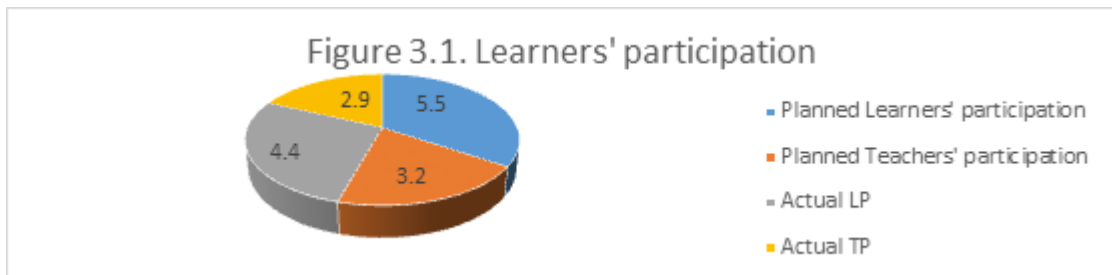


Figure 2.1. Research instruments used for each group participants

Teacher Participants: The researcher planned to have the participation of both Uzbek and foreign professors in questionnaires and interviews, so a group email was sent to all Uzbek and foreign professors at the research site calling for expressions of interest to participate in the study. The investigator then got 11 response messages from Uzbek professors and three from overseas professors. As a result, 14 completed questionnaires were expected from the

participants, but there were actually only ten teachers who returned the questionnaires, 8 of whom were local Uzbek teachers and 2 foreign teachers. Of the ten participants, two are male and eight are female, ranging from 25 to 60 years of age, but the majority of teachers (7 out of 9) are between 30 and 45 years of age.



Rationale for the use of questionnaires and surveys: Other grounds for selecting questionnaires and surveys as the two primary study tools will be discussed below. Questionnaires are selected as one of the two primary research tools owing to their suitability and efficiency in the specific situation of this study. In fact, a number of studies aimed at exploring respondents' views, views and perceptions have been performed with this sort of tool and their use in comparable studies has been validated by a variety of academics. For example, [21; 22]. This would therefore allow associations to be made with prior results. Moreover, questionnaires are highly effective in aspects of "research moment, research commitment and economic assets" as "by administering a questionnaire to a community of individuals, an enormous quantity of data can be collected in less than an hour". In addition, if a questionnaire is well designed, it can help the data processing stage to be fast and relatively straightforward, particularly by using modern computer software. In addition, questionnaires can also assist respondents with bad English skills (particularly beginner and low-intermediate learner respondents) as questionnaires can be translated. Studies are a helpful instrument to collect "data on the emotional aspects of teaching and learning, such as convictions, behaviors, motivations and preferences" [10]. Taking into consideration all of the above benefits, the questionnaire was regarded to be the most efficient and appropriate tool for present studies. Since the primary aim of this study is to investigate the opinions, opinions and behaviors of the respondents on the subject of studies, "a qualitative or unstructured method is primarily used to explore its essence, in other terms, the variability or variety per se in a situation, issue, problem or approach to an

issue". There are three kinds of surveys: organized, semi-structured and non-structured. With regard to organized surveys, there is little "connection" between interviewer and interviewee and that there is no choice since the interviewer utilizes a number of predetermined issues in organized surveys. Unstructured interviews, on the other side, are well recognized for offering interviewers "full liberty in aspects of structure, content, wording and practice". However, unstructured interviews, also referred to as "non-directive, non-standardized testing", involve the interviewer to have an elevated amount of abilities to perform them. Semi-structured surveys (SSIs), not only guarantee that each person receives the same main answers requested, but also provide flexible on how respondents are interviewed and what follow-up and survey answers should be used. Semi-structured surveys are also particularly helpful for investigating a person's opinions, attitudes and beliefs about a specific subject. SSIs are therefore used in this research to further explore the attitudes and views of educators and administrators regarding EP teaching and learning. As mentioned in the prior section, the amount of respondents interviewed is used only for educators and administrators (and not for learners) as they are relatively low in amount (ten students) to complement each other. Structures of questionnaires and surveys: The data from learners and educators were gathered from questionnaires and supposed to provide the investigator with a wide spectrum of data on what the learners and educators genuinely think about the study problem. The questionnaire for the pupil and teacher respondents comprises of five parts with many items extracted from instruments used in previous studies [2].

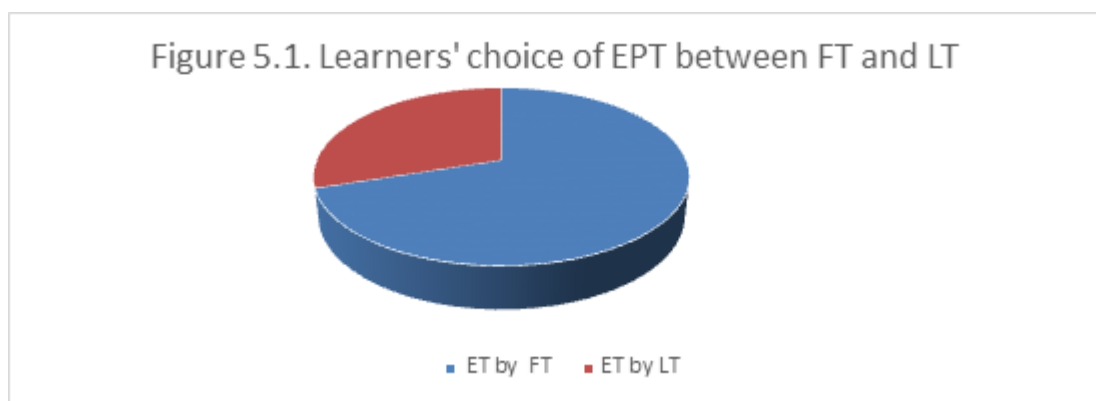
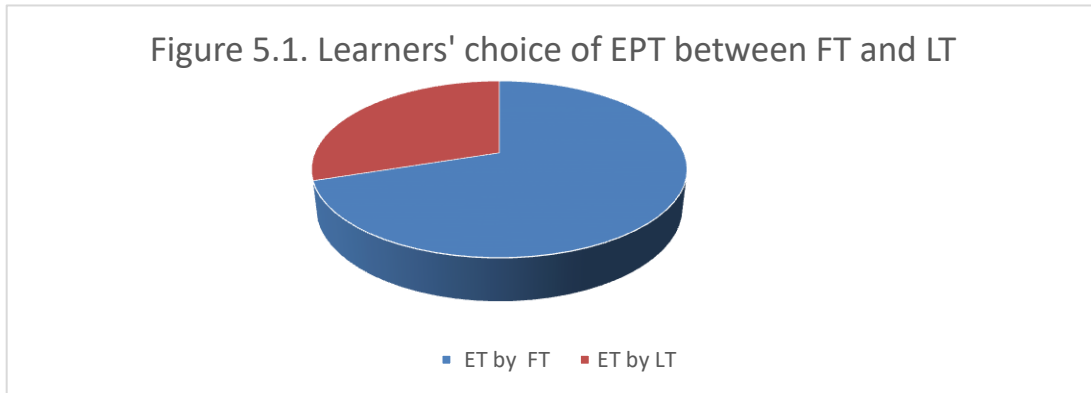


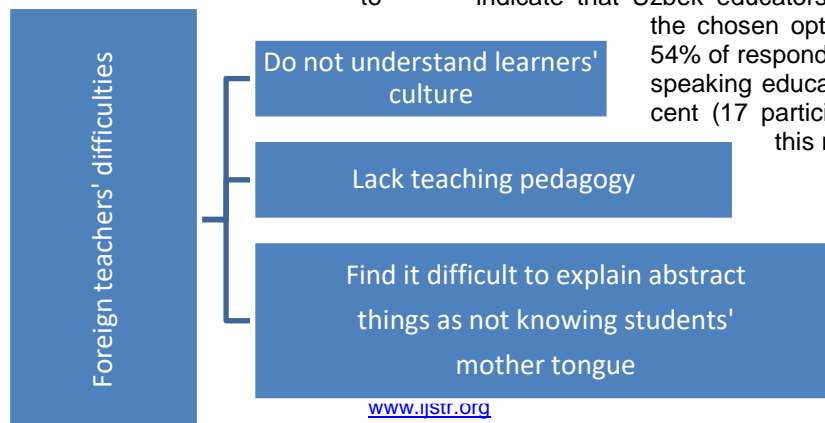
Figure 5.1. Learners' choice of EPT between FT and LT



Some objects have been altered and others have been developed and incorporated to create the questionnaire applicable to Uzbek learners learning English as a foreign language. It is also worth noting that, as this thesis aims to discover real learning attitudes towards EP learning, the Pronunciation Attitude Inventory (PAI) was adopted [11]. There are nine remarks in the PAI, such as "Sounding like a native speaker is essential to me" and "I think I can enhance my pronunciation in English." Each declaration is accompanied by digits one through five, and the person chooses between 5=strongly approve, 4=somewhat approve, 3=neither approve or approve, 2=somewhat

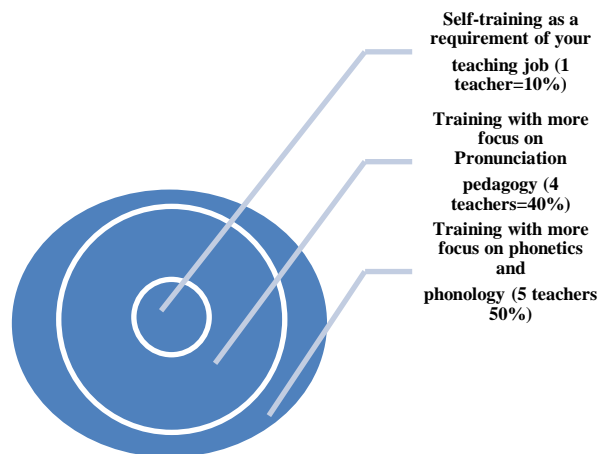
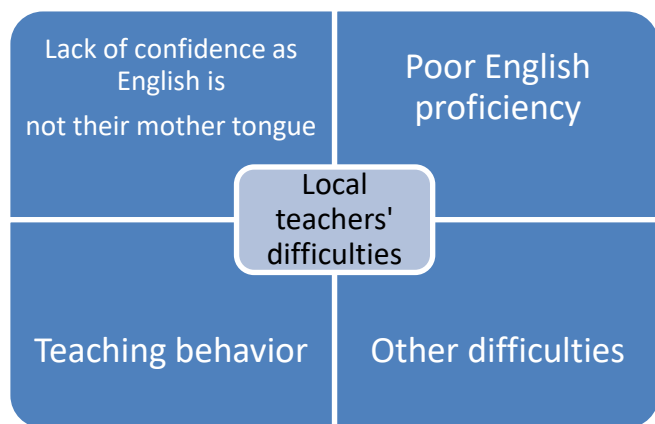
Learner's views on the teaching of EP: While the prior sub-section provided a data analysis of learner's views on the learning of EP, this sub-section introduces learner's views on the teaching of EP. Learners were first asked about their choice between local and international professors, and from whom (local or international instructors) they effectively received more English pronunciation. The results show that while the bulk of learners (30 out of 45) want to know EPs from overseas professors, they primarily obtain EPs from local educators (15 out of 45). Learners were then invited to clarify the grounds for their selection of local or international professors. Their responses usually indicate that the most significant factors for learners to choose local or international professors

educate them EPs are the capacity of students to comprehend and talk English fluently (20 out of 45), the pleasant



approve, or 1=strongly oppose. Before calculating the results, some of the ratings of the proposals had to be inverted so that the high score always referred to a favorable approach. Semi-structured (SSI) surveys: In this article, two versions of the interview questions were prepared for teachers. The first section focuses on the background information of the participants (e.g. teaching experience, etc.), while the remaining sections focus on different categories of participants in order to examine their views on learning difficulties as well as on teaching EP and the main objectives of Uzbek learners in English.

character of students (18), the exciting courses (13) and the passion of students (18), accompanied by the expertise of students in learning, skills and understanding of learners' culture which are mentioned by 8, 11 and 15 learners, respectively. The study also invited learners to offer their views on the problems that local professors and international educators may have in educating EP. Keep in mind that overseas educators may discover it hard to describe abstract stuff as not understanding the mother tongue of learners, and that overseas professors may have trouble studying EPs because they do not know the culture of learners, respectively. Other problems are of minor importance. Finally, the opinions of the learners on who can better educate EP have been questioned. The findings indicate that Uzbek educators with foreign education are the chosen option of students, with almost 54% of respondents in favor. English native-speaking educators are second with 35 per cent (17 participants) of students claiming this role.



Teacher views on learning EP: One of the primary aims of this research is to explore the problems that educators experience in educating EP. Therefore, it is essential to gather information on the views of educators on their preparation to learn EP, since inadequate or inadequate education may prevent educators from being effective in their learning exercise. In the first place, professors were questioned in the Survey whether they have obtained any instruction on how to educate EP. Five out of ten participants verified that they didn't, and a further query (which permitted educators to choose more than one response) was requested about the kinds of teaching they had. The findings show that all five professors (50 per cent) indicated receiving more phonetics and phonology instruction. Four of them (40 per cent) had instruction with more emphasis on pronunciation pedagogy, and only one of the respondents (10 per cent) had self-training as a necessity for your learning profession. Teachers' views on what kind of instruction they wished to receive were then requested, and the findings (from both descriptive and qualitative information) indicate that the bulk of the respondents in the course of the course were teachers. (eight out of nine educators) believed that, in attempt to learn EP, they should be supplied with instruction that teaches them for spelling, phonetics and phonology. Teachers' opinions on EP learning in Uzbekistan: The study asked students to present their opinions on EP learning in kindergartens of Uzbekistan. First, educators were requested to comment on the Pronunciation Teaching Methods (PTM) they have lately used and their views on the efficacy of each PTM. The results show that educators have used different PTMs, but the efficacy of each

technique varies extensively from teacher to teacher. For instance, while most educators believed that PTMs, such as learners, exercise one Sound or phrase at a moment; learners exercise full phrases together; and educators encourage learners to believe whether their pronunciation objectives are efficient or quite efficient; there were still some educators who indicated that these PTMs were not at all efficient in teaching EPs to learners. In addition to the PTMs given by the researcher, there were two teachers who noted that Apart from the PTMs provided by the investigator in the study, they have their own ways of teaching EP, and they rate these techniques as the most efficient. For example, one of these methods is the so-called "shading technique" that allows learners to watch segments of movies, imitate the character's speech, or listen to an audio clip, and then read the text out loud. The same outcomes were also discovered in the qualitative information as the teacher respondents pointed out many problems linked to the motive of the learners (n=6); the gaps between Uzbek and English (n=3); the moment required to teach EP (n=3); the English atmosphere in which to exercise (n=3); the belief of the learners in their professors (n=2); and the absence of trust of the students in their own English language. pronunciation and methodology for learning (n=2). These views are shown in the following excerpts: LT6:"... I have difficulty speaking because I know that my pronunciation is not like the pronunciation of native speakers, so sometimes I don't feel comfortable enough with certain words or phrases. Another difficulty I have is that I don't know how to give an interesting pronunciation lesson to learners so that they can get involved and feel excited about speech ... "LT1:" Learners don't believe in

Uzbek students' ability to teach pronunciation because they think Uzbek teachers' pronunciation isn't normal ..." LT2: "With Uzbek learners, the first difficulty is that Uzbek is so different from English so it's hard for them to imitate the way native speakers pronounce English sounds ..." LT3: "... students here have little chance of communicating with native speakers ..." LT5: "... sometimes students don't like pronunciation because they don't have to pass the test ..." LT6: "... I also have difficulty managing time in class for pronunciation teaching because our English curriculum does not have a lot of time to teach pronunciation ..." Apart from all the problems that have been perceived above, there have been a small number of teachers who have mentioned problems such as learning confusion between some of the sounds that are transferred from Uzbek to English and cannot be altered. Teacher's opinions on Uzbek students' EP: In attempt to understand what educators believe about Uzbek students' EP, a query was raised about the intelligibility of Uzbek students' EP. Quantitative data analysis demonstrates that more than thirds of the respondents thought their EP was understandable. 33.3 quarters of them believed that the Uzbek students' EP was simple to comprehend, while only one teacher indicated that it was hard to comprehend what the learners were saying when they spoke English. Qualitative data, however, indicate that many educators argued that although it relied on the age of English learners to evaluate their EP, it was usually hard for Uzbek learners to do so. LT5: "It may not be. I don't understand what's going on with other learners in other colleges, but my learners talk English in a very humorous way. They're not talking phrases properly. Sometimes I don't understand what they say..." FT1: "it clearly relies on the stage. I often believe that the Uzbek accent is hard to comprehend... There was also a query about the problems experienced by learners in studying the EP. Quantitative results indicate that the most difficult problems that learners may have when studying EP from a teacher's view are teaching English stress / rhythm / intonation and being severely influenced by their mother tongue, with nine and six respondents agreeing, respectively. Perceiving and generating difficult words was also recorded as one of the primary difficulties of learners by five out of nine educators, while three participants believed that learners might have issues with communication between pronunciation and qualitative information, on the other side, demonstrate that the most frequently cited issue is the adverse impacts of Uzbek as L1 on the manner learners pronounced. L1: "Uzbek learners often mispronounce English words and are heavily affected by their mother nose..." FT1: "I believe that when talking Uzbek, an individual utilizes his or her mouth (tongue, neck, nose, teeth, lips) in a completely distinct manner than when talking English. The tonality of Uzbek also causes it hard to understand the tension phrase. In addition, some teachers believed that students had difficulties learning EP because they lacked motivation and awareness of the role of EP, as shown in the following excerpts: LT6: "... they don't believe it is essential. They're not learning it severely. That's why many university students don't understand anything about English, even though they've wasted 10 or 12 years studying. FT2: "... they give up soon... they don't exercise enough..." After being questioned about the problems that educators may

have in studying the EP, a further query was asked about the factors why learners experience these problems (with a query to count in sequence of significance). LT3: "In the first place, learners have little opportunity of studying pronunciation and talking at high college..." Due to the absence of a suitable English setting, the absence of knowledge of EP training, uninteresting methods of learning EP, and the education scheme as a whole, which gave little regard to EP. LT3: "In the first place, learners have little opportunity of studying pronunciation and talking at high college..." LT8: "... I think it's studying awareness and attitudes ... and educators don't give much attention to English spelling ..." Teachers were also invited to suggest methods to assist learners solve the problems that educators believe learners have when learning EP by choosing certain alternatives and rating them in attempt to be effective. Quantitative findings show that educators have distinct views on the efficacy of each proposed alternative. Most educators believe that saving more time practicing English and taking advantage of the opportunities of using English is the most efficient way to assist learners solve their learning difficulties. Apart from all the above alternatives, qualitative information educators have suggested that they should be the first to enhance their understanding and abilities in attempt to solve problems. In addition, they proposed that by communicating, promoting and being compassionate and inspirational their learners, educators could cope with difficult problems. Teacher's belief in Uzbek students' primary objective of teaching EP in attempt to understand what educators believe is their primary objective of teaching EP, the study asked issues that concentrate on teaching EP objectives. First, educators were questioned about the individuals they believe learners can interact with and will interact more in English now and in the next five years. The findings indicate no distinction in teacher responses for now and in the next five years, as most educators believe that learners will interact more in English with non-native students. However, six of the ten educators thought that the amount of EP that most learners wanted to attain was evident enough to be grasped by native speakers. Also, six out of ten participants decided that the primary objective of teaching EPs is to feel almost native-like and eight out of ten educators deemed native-speaking English teachers to be the people who can better learn EPs to Uzbek students. Qualitative information, Teachers' answers show that all respondents decided that the majority of Uzbek learners should strive to attain the objective of an intelligible language (n=9) and some also indicated that they would gain trust in interaction (n=1), improve other English abilities (n=2) or take tests (n=1) as a teaching subject (n=2). These opinions are shown in the previous extracts: LT6: "I think most learners want to learn English well enough to communicate with and be understood by aliens ... "FT2: "they should be willing to comprehend the primary material of English and attempt to talk clearly enough for individuals to comprehend it ..." In terms of views on who can better explain EP to Uzbek learners, educators. The views expressed in the surveys are quite blended. Most of the respondents, however, decided that they should be native-speaking professors (n=5), as shown in the previous remarks: FT1: "I believe that because English and Uzbek are so distinct, it is easier to have an English speaker for pronunciation. Often, even

the most proficient Uzbek still have an accent... "However, some participants thought that Uzbek educators should be those who educate Uzbek students EP (n=3). LT4:"... I don't want to learn this portion to overseas educators. I believe that Uzbek educators with a strong understanding of pronunciation can learn spelling well... There were also educators who believed that, in order to provide the most efficient EP training, Uzbek and native English-speaking educators should collaborate as both local and international professors have their own advantages and faults (n=1). LT6:"... I believe every teacher has his or her own qualities and faults... I therefore think that it is easier for both Uzbek and overseas educators in the English school to collaborate in the learning method... "Discussion. Research Question 1 "What is the primary objective of Uzbek learners to learn English pronunciation? "The information from the students' questionnaire disclosed that although there is a plurality of learners (approximately 49 per cent) claimed that they could only comprehend less than 30 per cent of what native speakers said, most (69 of 79 learners with 28 and greater results in the Pronunciation Attitudes Inventory (PAI)) expressed favorable opinions on EP. Their main objective in EP teaching was to attain native-like pronunciation, such as British pronunciation (42 out of 80). This choice is very much in step with Saracen's critical reasoning that the geographical demarcation of words is 19th-century ideas in today's multilingual globalized globe, and an unhelpful 'luggage' for language learners to bear. This is another element of 'language as a scheme,' i.e. an attached unit that can be deconstructed, taught and learned. Teacher respondents were also well conscious of the stated primary objective of the learners, as both quantitative and qualitative information from educators show that most educators understand the desire of their learners to obtain a pronunciation model of indigenous or near-native students (six out of nine educators). However, with regard to the issue of the most feasible objective for learners in particular, Teachers thought that Uzbek learners should strive at an intelligible pronunciation. This common preference among ESL / EFL students may well be the consequence of a language as a scheme perspective that the pronunciation of native speakers is the only valid destination that is worth targeting.

5. CONCLUSION

It is important to remember learners and educators think that learners use English more with non-native languages than with non-native people outside the school, but British and American English appear to be favored designs, at least in the school. Learners and educators of EP objectives, but only in government organizations; those of EL personal learners and educators and universities have not been researched. Thus, as I have mentioned, it would be incorrect to perceive their results as being reflective of all learners and educators in Uzbekistan. It is clear from the findings of the present study, that the main goal of Uzbek learners in learning EP is to achieve native-like pronunciation, even though they are well aware of the reality that they will communicate in English with more non-native speakers than native speakers and that targeting intelligible pronunciation would seem to be more realistic and achievable for them. Psychologically, it seems that Uzbek learners always want to obtain the highest feasible

learning outcomes. Thus, the objective of having native-like pronunciation when studying the EP is an understandable objective for such learners. However, Uzbek learners live in situations where the circumstances are English as a foreign language, not English as a second language. With the minimal existence of English outside the school confines, students have little or no opportunity of communicating with strangers. Most of them can only use English to speak to colleagues, or sometimes to their Uzbek English teachers. In these cases, the primary objectives are to understand what others are saying and to be understood. Thus, in defining EP objectives (separately, institutionally and globally) taking into account the socio-cultural circumstances under which EP teaching requires position and English will actually take position.

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