
| RESEARCH ARTICLE

Investigating the Difficulties Encountered Iraqi EFL Learners in Pronouncing Multisyllabic English Words

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| ABSTRACT

It is expected that the Spoken language is the first skill that learners of a language must acquire. This is due to the fact that spoken language is the most significant of every method of communication. On the other hand, when it comes to English as a Foreign Language (EFL), students face a variety of challenges that restrict their capabilities. One of the most important phenomena that occurs in the process of learning English as a foreign language (EFL) is the fact that the majority of learners are unable to correctly and fluently utter the English language. The objective of the research is to investigate the difficulties that high school students have when attempting to appropriately pronounce multisyllabic English words. This investigation was carried out in an effort to evaluate the effects of the English course that were represented in the difficulties that learners had in correctly pronouncing English verbs. The responses of students in their second year of high school were surveyed, and the results were acquired through the use of two different instruments. As part of an effort to provide a more in-depth diagnosis regarding issues with English pronunciation, a list of terms was distributed to a sample of fifty Iraqi male students attending three different secondary schools. It is given that analyses of the syllabi are presented in order to provide further details regarding the subject that was studied. According to the findings of the study, remedial pronunciation activities, practice of verbs that are confusing, and phonics procedures should be implemented throughout the course.

| KEYWORDS

Challenges, spoken language, Pronunciation, school students, Iraqi.

| ARTICLE INFORMATION

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1. Introduction

Within the context of this quickly evolving global community, it is clear to everyone that the need for English language instruction is on the rise significantly. It is for a number of different causes. For instance, English is a significant language because it is the most widely used language on the international level. It is also the official language of a great number of nations, the medium through which the Internet and international communication are conducted, the bridge over which international trade is conducted, and the medium through which worldwide conferences are held. Various sources, including Ahmad (2016), Crystal (2012), and Rossner and Bolitho (1990). Second, the majority of research and studies are conducted in the English language. The United States of America, the United Kingdom, Canada, Australia, Ireland, New Zealand, and a number of countries in the Caribbean and Pacific Island regions all speak English as the official language. According to Crystal (2012), various countries in sub-Saharan Africa, as well as India and the Philippines, have adopted it as their official language. Furthermore, according to the British Council (2013), Lasanowski (2010), and Yano (2001), it is the native language that is spoken by the second largest number of people in the world. It is the foreign language that is taught the most frequently, and it is also the international language of commerce and other scientific fields. As the language that is currently being taught as a foreign language in more than one hundred nations, English has been praised as the most "successful" language ever. This can be attributed to the fact that English is the language that is currently being used and has the highest number of speakers worldwide, with 1,500 million speakers. Throughout the widespread

practice of teaching English as a foreign language across the Arab world, there is the widespread practice of teaching English as a foreign language, and there is a dearth of communities that provide opportunities for practice. There are still a lot of challenges associated with teaching and studying English as a foreign language. As a result, numerous modifications have been implemented in the Iraqi education system. One of these modifications is the implementation of communicative language teaching (CLT) as a prescribed method in English as a Foreign Language (EFL) classrooms. Despite this, Arab students continue to encounter a great deal of challenges when it comes to perfecting their pronunciation of English (Alshumaimeri, 2003; Elyas & Al-Grigri, 2014; Fareh, 2010). The investigation examined in this section addresses several challenges and explores strategies to overcome them.

2. Statement of the Problem

It is difficult to understate the importance of the English language from an EFL perspective. There have been a lot of efforts made to assist Iraqi students of English as a foreign language in mastering conversational skills, yet the restricted opportunities for practicing outside of classes make it difficult to fully achieve that goal. The present research examines an issue that arises from the fact that high school students of English as a Foreign Language (EFL) experience difficulties, to varying degrees, in their use of English language skills. According to Ahmad (2011), Alfallaj (2013), Al-Shumaimeri (2003), Elyas and Al-Grigri (2014), and Fareh (2010), one of the most obvious challenges that high school students have is the inability to correctly pronounce the English language. A statement made by Sharpling (2012) states that "Pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve pronunciation" (p. 1).

The ineffectiveness of Arab learners in pronouncing English can be attributed to various factors, including the study materials, instructional methods, lack of practice, the characteristics of the English language, and interference from their native language, among other issues. In addition, the majority of individuals who are not native English speakers often blend elements of their native language's pronunciation and communication style with those of the language they are learning, which is English. This can result in an accented speech (CAL, 2011). It is quite a challenge for both students learning English as a foreign language (EFL) and their instructors to become proficient in the correct pronunciation of the English language. According to Tharpe (2007), the primary difficulty encountered by ESL teachers is the English phonetic characteristics, which are much more pronounced in EFL environments. However, a limited number of studies have examined or addressed the issues related to pronunciation. Therefore, the present research was designed to provide clarification on that matter.

3. Definition of Pronunciation

Saylor (2005) provides a definition of proper "reproducing the sound of the word through speech in such a way that any fluent speaker of the language would effortlessly know and understand the message," On the other hand, Cook (1996 as cited in Pourhosein Gilakjani, 2016) defines "pronunciation as the act of producing English sounds." Acquiring pronunciation skills is the process of repeatedly reproducing sounds and rectifying any inaccuracies in their production. The process of acquiring pronunciation helps students overcome the challenges that are caused by their first language by forming new habits and overcoming the hurdles. Yates (2002), cited in Pourhosein Gilakjani (2016), states that pronunciation is the act of articulating sounds that are utilised for the purpose of conveying and expressing meaning. In the context of communication, When we talk about pronunciation, we are referring to the process of creating a sound system that does not hinder communication from either the perspective of the speakers or the listeners. According to Otlowski (1998), pronunciation occurs when a word is spoken in a manner that is considered to be correct. Additionally, Richard and Schmidt (2002) described pronunciation as the process used to produce particular sounds in a language.

4. Significance of the Study

According to Aljomaely (2018), the majority of Iraqi students may already be proficient in grammar and vocabulary, yet the majority of them do not possess the ability to speak English in a way that is both accurate and fluent. Therefore, this research is significant because it draws attention to the relevance of precise pronunciation, which is an important aspect of communication that serves as a useful instrument for transmitting information being received by human beings through the mechanisms of communication. If there is a mistake with the articulation, it could cause a disconnect or affect the communication. Even more crucially, the purpose of the research is to identify the difficulties that high school students, specifically those in the second grade, encounter in order to facilitate the identification of suitable remedial activities for them. In addition, it is beneficial for both students and teachers to place a significant amount of emphasis on practicing pronunciation more frequently.

5. Research Questions

To get a greater understanding of the matter, which is the difficulties that Arab students of English as a foreign language experience when pronouncing words, three questions were posed as direction for the research:

- 1) Does the right pronunciation of certain English verbs present a challenge for Arab students learning English?
- 2) What are the elements that lead to challenges in articulation?

- 3) What pronunciation difficulties could second-year secondary Arab students have when it comes to recognising and producing verbs?

6. Limitation of the study

Within the framework of English for speakers of other languages, this study is restricted to Arab male high school students who are now in the fifth grade of secondary school. It is important to note that this course is restricted to addressing issues pertaining to perfect pronunciation; it does not cover any other abilities. In conclusion, the findings of this research can only be generalized to students in high school; they cannot be applied to other stages.

7. Review of Literature

Extensive research and academic research have been carried out in order to investigate the challenges that Arab students encounter in articulating English sounds accurately. However, this issue continues, and the majority of high-school students struggle significantly with pronouncing English flawlessly. The significance of this study in literature is evident.

Literature overflows with research that examines the barriers that hinder learners' ability to speak proficiently. In 2003, Barros carried out a study called "Pronunciation Difficulties in the Consonant System Experienced by Arabic Speakers When Learning English after the Age of Puberty." The findings of her research demonstrated that individuals who speak Arabic encounter challenges while attempting to articulate eight specific consonant sounds in the English language. The results also indicated that the challenges faced by Arabic speakers may vary based on their country of origin.

An Acoustical and Physiological Investigation (1970) is another study that was produced by Al-Ani Salman. It is a thorough study of Iraqi Modern Standard Arabic phonology using physiological and acoustical approaches. The doctoral thesis was presented at Indiana University in 1963. From then to the book's publication, several spectrograms and X-ray sound films were made, and research was done. The spectrographic data were grouped as follows: vowels alone, consonant-vowel sequences, minimal lexical pairs, brief phrases, and sentences. A spectrogram of each vowel alone revealed its auditory characteristics. Consonant features in Hindi were examined in a study of 72 3rd-year English students at the College of Education, University of Diyala. He focused on English morphophonemic constructs, recognized problems, and suggested solutions. When suffixation occurs, EFL Iraqi college students may not be aware that when there is a variation in pronunciation of either the root or the affix, student might not be aware that the stress should be placed on different parts of words formed by derivation (suffixation) than on the root from which these words are derived; students have trouble pronouncing.

8. Factors Contributing to Pronunciation Difficulties

The difficulty of articulation is made more complex by a number of elements that coexist and interact with one another. The characteristics of English, the curricula, the influence of Arabic, the native language, and the context in which teaching and learning take place are all important factors. A student from Iraq who attends class in high school finds himself immersed in an environment that does not speak English. The majority of the students are studying with the primary objective of achieving grades and passing tests, and the majority of the instruction focuses on memorizing vocabulary and grammar.

According to O'Conner (1998), p.1, "Written English and spoken English are obviously very different things." As a result of the fact that English is completely distinct from Arabic in the way it was previously understood, code switching became somewhat challenging. Regarding pronunciation, students studying English as a second language (ESL) always encounter challenges right from the beginning. The fact that the same letter can have a variety of sounds also causes them to have difficulty pronouncing it. (cut – cute), (west – western), (new – knew), and (ant – aunt) are some examples of pairs that might be used as examples. In addition, the pronunciation of certain verbs and nouns might vary, even though they have the same spelling. For example, the verb "desert" and the noun "desert" are uttered differently. It is extremely irritating for Arab learners, notably Iraqi students, to have difficulty pronouncing words from the very beginning. There are many instances in which the pronunciation of English differs from the spelling, particularly in silent letters. Additionally, the problem is further compounded by the fact that certain vowels and consonants are difficult to pronounce. In spite of all of these challenges, it is still hoped that proficient English speakers would be able to be achieved by following particular improvement processes. This will be explained in the next part.

9. Developing English Language Curricula in Iraq

Instruction in English as a foreign language (also known as EFL) has been provided to students in Iraq ever since the Ministry of Education was established in 1921. It used to be the case that pupils in public and private schools would begin learning English beginning in the third grade; however, presently, English is taught sooner as a topic that is required during the school year. This is the primary foreign language that is being taught in Iraqi schools at the present time. As a result of the realization that English is a requirement as an international language, the concept of English as a window for true communication with the rest of the world has emerged. Within the context of this vision, citizens are given the opportunity to investigate the world that surrounds them. As

a result of the stakeholders' high level of care for teaching and learning English, which has led to the instruction of English beginning at a young age, this perspective of the education mission has been presented in contrast to the decades that came before it, sometimes even beginning with Kindergarten I.

Learning and teaching English to speakers of other languages has been the subject of a significant amount of effort in order to ensure its success. The Communicative Language Teaching Approach (CLT) was suggested by policymakers as a means of assisting students in effectively communicating with one another. This was done with the intention of overcoming challenges that were encountered by both teachers and learners. English language instruction and learning are currently receiving a lot of attention in Iraq, particularly in terms of science and education. However, in terms of communicative skills, the learning outcomes continue to fall below expectations.

However, despite the considerable efforts made, the communicative outcomes of the educational process in the Arab world are still inadequate (Rabab'ah, 2003). This has had a negative impact on the intrinsic motivation of learners who struggle to communicate orally in a fluent and natural manner (Alrabai, 2014; Alrashidi & Phan, 2015; Al-Seghayer, 2014; Al-Sobhi & Preece, 2018; Hamad, 2013; Mahboob & Elyas, 2014). The majority of students' levels are still quite low. Contemporary statistical analysis, surveys, online forum conversations, and verbal exchanges with educators and learners have revealed that there are various types of challenges when it comes to achieving proficiency in English pronunciation.

It is quite clear that a great number of efforts have been made. Therefore, A lesson on phonics is given at the end of each unit as part of the new curriculum for the intermediate level. This lesson has been designed to assist the new curriculum being implemented. Certain teachers, on the other hand, do not incorporate this lesson within their course of study. However, contemporary generations have come to recognize the significance of studying English, and as a result, they have started to encourage younger learners to embrace the opportunity to learn English. Furthermore, the parents themselves started going after learning it and making an effort to speak English to the best of their abilities. Today's parents are extremely proud of their kids when they are able to communicate in English, particularly when they do so in front of other people. Nevertheless, the utilization of English in day-to-day living remains restricted. There are a few locations where English can be practiced, including some restaurants, while flying, through online chats, and in schools. Other areas could include the Internet. In accordance with the results of the overall observation, it can be said that young are becoming increasingly accustomed to conversing in Speaking English in public or on the Internet; however, this is not fully sufficient. There is still a lack of actual participatory practices in the English language world. It is, therefore, one of the most challenging problems to teach English to speakers of other languages (TEFL) in Arab countries.

9.1 Accuracy and Fluency

Accuracy pertains to the extent to which a speaker effectively utilizes the target language in accordance with its rules and structure, with particular emphasis on precision in grammar, vocabulary, and pronunciation. Fluency refers to the ability to speak a language smoothly and without unnecessary pauses or hesitations, as defined by Ellis and Barkhuizen (2009). It was because of this that some people advocated for fluency to be taught at a young age in the developmental process and accuracy to be taught later. However, this study suggests that they are mutually beneficial, and the ability to be precise can be developed alongside the ability to speak fluently. However, this study thoroughly examines accuracy rather than fluency.

10. Research methodology

In the current study, an investigation is conducted to examine the existing situation of the participants' speaking efficiency level, identifying obstacles, and proposing potential remedies. Due to the nature of the data that was collected, this research was conducted in accordance with both qualitative and quantitative research designs. With the goals of this study in consideration, an investigation was given to Iraqi students who were studying English as a second language in order to determine the challenges that Iraqi students in the fifth grade of high school face when it comes to speaking. This was done in order to find out the pronunciation issues that were being experienced by the participants and to participate in conversations regarding practical solutions that could assist in overcoming challenges with speaking. As we listened to the recorded data, most of the data that we collected was taken into consideration based on our auditory impressions.

10.1 Participants

The participants who were tasked with responding to the list of words comprised 50 male students from Iraq. These students were in their fifth grade of high school (secondary school). The participants were selected using a convenience sampling method from four distinct schools located in the city of Fallujah, Iraq. All the schools that were within the researcher's reach were considered for participation in the study and volunteered to take part in the study.

10.2 Instruments

The objective of the present investigation was to determine the possible answers to the previous research inquiries using various data collection methods. The study collected data from a group of 50 Iraqi male students who were learning English as a Foreign Language (EFL) in the fifth year of secondary school. The aim was to identify the specific challenges they encountered in accurately and fluently uttering English words. These challenges could be attributed to factors such as the syllabi, the inherent complexity of the English language, the TEFL teaching methods, or the surrounding environment. The research also aimed to propose potential solutions to address these obstacles. The tools employed to gather this data, following a thorough validation process, were as follows:

We administered a word list to 50 EFL learners to examine the challenges they encounter and the underlying factors that contribute to these challenges in pronunciation.

Fifty students participated in semi-structured interviews in order to acquire a better understanding of the specific pronunciation challenges they have while pronouncing English words. Participants were prompted to discuss various aspects in order to explore further areas of pronunciation defects.

10.3 Data Analysis

A collection of individual words serves as the basis for the data collection process. It was requested that all of the speakers use the same materials in order to guarantee that the testing would be consistent and to make it easier to evaluate their respective performances. English Phonetics and Phonology, written by Peter Roach, is the source from which this list of words was derived. It is composed of thirty words, and throughout the compilation process, it was organized in such a way that it included terms that are both verbs and nouns. In preparation for reading, this list of words was compiled. As a result of this, the speakers were unable to view any phonetic transcriptions of the words that were included in the list.

10.4 Ethical Considerations

The participants in this study were required to volunteer willingly and without any external pressure. They were given assurances that the information they submitted would be kept confidential. The data are only used for academic reasons and are not used without permission. In order to accomplish any other goals, none of their data would be used.

11. Findings

The current study's data come from one source: responses to semi-structured interviews (word list). Table 1 shows data collected from participants based on their responses. Since the researcher had a tough time reaching out to female responders, the entire group of participants consisted entirely of males. In addition, the majority of the participants were between the ages of 16 and 17, accounting for 93% of the total, while only 7% were between the ages of 18 and 19. In addition, an entire hundred percent of the participants were Iraqis. The consistency that was discovered among responders was revealed by all of the previous data. In addition, the phonemic transcription of the multisyllabic words is presented in Table 2 below.

11.1 Stress Importance

The ability to pronounce words in a way that is easily understood, just as bones provide structure and support for our bodies, proper articulation, and pronunciation give clarity and structure to our spoken language Kang et al. (2010) and Kenworthy (1987) conducted research that shown that effective communication may not be understandable if the appropriate amount of stress is not there. According to Gallego (1990), Ghosh and Levis (2021), and Jenkins (2002), incorrect stress can sometimes make it more difficult to understand as well as comprehend words and sentences. Listeners over dependence on word stress as a means of decoding unfamiliar words, according to Grosjean and Gee (1987), is the root source of intelligibility issues.

As a result of the fact that it allows for the identification of word meanings and classes, specialists claim that stress is a distinguishing characteristic of the word identity in the English language (see Kenworthy, 1987; Roach, 2009). It was established by Solé Sabater (1991) that stress has an effect on a number of areas of language structure, including grammar, meaning, and morphology. Because of its precise function, it is able to differentiate between words that share the same phonemes but have different stress patterns. For example, conduct (n) and export (n) are two examples of words that include the same phonemes but have different stress patterns. On the other hand, putting an improper emphasis on the word "adolescent," that is, putting an emphasis on the second syllable rather than the third, causes a change in meaning and results in a dollar cent (see Baptista, 1981). In contrast to other similar modifier-noun combinations, such as "white house," compound nouns, such as "White House," are distinguished by the presence of stress. With the exception of situations in which stress is placed on the first element, the structure is considered to be a compound. In other cases, it is considered to be a modifier noun. According to Brown (1991) and Cutler (2015), native English speakers rely on stress in order to recognize isolated words, process individual sounds, and listen to stress patterns. According to Field (2005), when stress is imposed in an incorrect manner, it is challenging for listeners to locate words

within related utterances. According to Checklin (2012), a native speaker is more likely to recognize incorrect stress than they are to detect mispronounced phonemes. It is possible for students who are unable to accurately recognize stress patterns to have difficulty recovering words from their lexicon, which can result in a breakdown in communication (see Gallego, 1990).

One facet of the word stress should be regarded as a different matter. There are numerous pairs of two-syllable words that have the same spelling but change in their position of stress. This difference in stress placement seems to depend on the word class, such as noun, verb, or adjective. All of them seem to be composed of a prefix followed by a stem. We will categorize them as a distinct category of word and assign them the subsequent rule: If there is a pair of words where the prefix and stem are the same and one is a verb while the other is a noun or adjective, the stress is placed on the second syllable of the verb but on the first syllable of the noun or adjective. Below are some popular instances categorized by their parts of speech: V (verb), A (adjective), N (noun).

Table 2. Transcription of the verbs

Item No.	word	Item No.	word
1.	Conduct	41.	Literature (n.)
2.	conflict	42.	Watermelon (n.)
3.	contest	43.	Invisible (adj)
4.	contract	44.	Education (n.)
5.	contrast	45.	Aquarium (n.)
6.	decrease	46.	Television (n.)
7.	delegate	47.	Pollination (n.)
8.	desert	48.	Pomegranate (n.)
9.	discount	49.	Caterpillar (n.)
10.	escort	50.	Preposition (n.)
11.	export		
12.	Impact		
13.	Import		
14.	insert		
15.	insult		
16.	object		
17.	perfect		
18.	Permit		
19.	present		
20.	produce		
21.	project		
22.	protest		
23.	rebel		
24.	Record		
25.	refund		
26.	reject		
27.	subject		
28.	survey		
29.	Update		
30.	Upgrade		
31.	Affection (n.)		
32.	Behavior (n.)		
33.	Bravery (n.)		
34.	Community (n.)		
35.	Relaxation (n.)		
36.	Remarkable (adj)		
37.	Victorious (adj)		
38.	Overrated (adj)		
39.	Authority (n.)		
40.	Intelligence (n.)		

11.2 Stress production accuracy

The overall performance of the participants indicated that they had a noticeable difficulty correctly assigning stress, particularly with polysyllabic utterances (refer to Youssef and Mazurkewich, 1998; Anani, 1989). As a result, the relative differences in their performance within the various word classes were diminished in significance. Their degree of accuracy remained poor, which highlighted the fact that they were not familiar with the items and that they lacked training in suprasegmental phonology. They consistently placed primary stress on the first final syllable, particularly heavy syllables, as a technique, primarily of their L1 stress system, which did not comply analogously to the right English stress. The majority of the respondents had difficulty accurately stressing English words, which was typically caused by interference from their first language (L1). The findings that Amer and Amer (2011) obtained were similarly congruent with the ones that are being presented here. As was the case with other EFL learners, such as Chinese (Yu & Andruski, 2010) and Indonesians (Basri, 2010), Arab EFL learners exhibited similarities to other EFL learners. All of them had difficulties emphasizing polysyllabic words and had a tendency to choose iambic stress patterns in disyllables and end-stress in other words. The possibility exists that the L1 negative interference over the learners' stress placement will be stronger in proportion to the degree to which the stress pattern variation that can be easily noticed between L1 and L2 is bigger.

The performance of the respondents was negatively impacted by Arabic stress, which frequently occurs on heavy syllables and also typically occurs at the end of words. It has been argued by Kenworthy (1987, pages 124-125) that Arab students of English as a foreign language transfer their mother tongue pronunciation tendencies to English, especially the emphasis on heavy last syllables. They were able to correctly stress more disyllabic English verbs because of this tendency, due to the fact that many of these verbs had final stress. Dauer (1993) makes an interesting observation when he states that 60% of disyllabic verbs have end-stress, and 90% of disyllabic nouns have penultimate stress. Not only was it difficult to stress disyllables, but the individuals also scored poorly when it came to multisyllables that contained antepenultimate and penultimate stress. It is interesting to note that other English as a Foreign Language (EFL) learners, such as speakers of Polish and Indonesian, did not correctly put stress on multisyllables, particularly disyllables, due to the transfer of L1 (Karjo, 2016; Porzuczek & Rojczyk, 2017).

12. Discussion

These findings are confirmed by substantial evidence discovered in the literature (Al-Shumaimeri, 2003; Elyas & Grigri, 2014; Fareh, 2010; Rabab'ah, 2003). The primary results of the research revealed that the majority of high school students in the fifth grade had significant difficulties in correctly pronouncing the English language. The participants had a lot of difficulties correctly producing the stressed syllable in all of the different word categories, specifically in the trisyllabic and tetrasyllabic ones. The longer an utterance is, the greater the possibility that the participants may fail to detect the syllable that is being stressed.

Nevertheless, it was discovered that each and every participant was aware of the significance of accurate and fluent pronunciation, as well as their requirement to improve their speaking abilities. Arab learners were shown to have difficulty with certain sounds and stress locating, and they require additional practice in order to become proficient in these areas. This interpretation is in keeping with both Barros (2003) and Ahmad (2011), who came to the same conclusions in their respective studies. This was a substantial challenge for speech connection due to the high level of precision and code-switching required to transition from Arabic, the native language, to English, the target language.

According to the data that was gathered, the primary reasons for the difficulties that English as a Foreign Language (EFL) learners encounter when speaking English are primarily associated with certain factors that make the task more difficult for them. Learners are unable to locate role models to emulate. It was expressed by most of the participants that there is a considerable disparity between the sounds in Arabic, which is their native language, and English, which is the foreign language that is being targeted. According to Alarabi (2014), Abahussain (2016), Fareh (2010), and Hamad (2013), most of the challenges that were faced were caused by interference from the mother tongue, as well as silent letters being used in English.

The findings of the current study show the problem of low levels of proficiency in speaking and pronunciation continues to exist, in spite of the fact that the education system in Iraq has made a significant amount of effort to assist students in mastering communicative skills. The main challenges faced by participants in obtaining the ministry aim were mostly due to the inherent characteristics of the English language, the absence of a conducive learning environment, the syllabi, teaching methods, and the lack of emphasis on pronunciation practice and exercises. The results of the identified factors agree with the talks conducted by Al-Sobhi and Preece (2018). Nevertheless, learners exhibited a strong inclination to overcome these difficulties in order to achieve mastery of accurate pronunciation. Participants expressed their gratitude for professors who mostly use English and provide ample opportunities for students to talk as much as they can.

13. Conclusion

Learners of English as a foreign language are faced with a variety of challenges that have a detrimental impact on their ability to master English skills (Sadighi & Dastpak, 2017). The difficulty of achieving proper and fluent speech is one of the challenges that

must be overcome. Practicing pronunciation and other speaking skills tends to be neglected in the majority of English as a Foreign Language (EFL) situations and actual evaluation rubrics (Ahmad, 2011; Al Hosni, 2014; Hamad, 2013; Ma, 2015; Morley, 1991; Rabab'ah, 2003). This is a problem because pronunciation is one of the most important aspects of speaking. This is despite the fact that it is essential for effectively communicating the intended message when speaking the language.

The easy study of phonics is recommended beginning in the early stages of education in order to assist in overcoming the challenges that were examined with pronunciation. The development of remedial tasks for pronunciation is strongly suggested; Live practice of English and exercises of difficult words will be presented on phonics throughout the high school curriculum. For the purpose of overcoming challenges with pronunciation, it is necessary to engage in a significant amount of practice and activities (Rabab'ah, 2005; Richards, 2006). This can be accomplished by employing a variety of strategies and the British Council's 2009 recommendations for techniques for teaching English as a foreign language (TEFL). Additionally, by listening to native speakers while watching or listening to English programs on television or the radio, one might acquire the ability to improve their listening skills, which in turn leads to an improvement in their pronunciation. One additional method that has the potential to be effective, The essential strategy that was applied by the Kassel researchers, is to record students completing oral tasks such as narrating a story in the target language (Ellis, 2012). Feedback conversations are to be held over the recordings in accordance with the findings of the recordings. In order to uncover more creative and practical answers to speaking challenges in English as a Foreign Language (EFL) contexts, further study is recommended. One source that is suggested for this purpose is to use the Internet.

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