

Pronunciation Errors Among English Language Learners: Looking at An Inventory of Pronunciation Errors from Polytechnic Students

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Abstract

This study investigates pronunciation errors made by first-semester students at a Malaysian polytechnic during a structured reading session. The primary objective was to identify common pronunciation challenges these English language learners face. An inventory of errors was compiled from two classes, highlighting difficulties with specific phonetic elements such as vowel sounds, consonant clusters, silent letters, and stress patterns. The analysis revealed frequent errors with words like "friendliness," "satisfactorily," and "transferred." By understanding these error patterns, the study offers insights into the phonetic obstacles students encounter. This research aims to contribute to the enhancement of language teaching practices and to support better communication proficiency among non-native English speakers.