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СУЧАСНОЇ МЕДИЧНОЇ ОСВІТИ:
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Колективна монографія містить наукові статті, присвячені актуальним питанням різноманітних галузей медичної гуманітаристики. Автори висвітлюють проблеми філософії, біоетики, лінгвістики, літературознавства, викладання гуманітарних дисциплін у медичних ЗВО та мовної освіти майбутніх спеціалістів у сфері охорони здоров'я. Видання розраховане на студентів, магістрантів, аспірантів, викладачів закладів вищої освіти та всіх тих, хто цікавиться сучасною медичною гуманітаристикою.

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LANGUAGE BARRIER AS A CHALLENGE OF INTERCULTURAL EDUCATION (MOROCCAN ENGLISH AND NIGERIAN ENGLISH as cases in point)

Анотація. Мовний бар'єр є серйозною проблемою як для студентів, так і для викладачів. В Україні, де студенти-іноземні громадяни здобувають вищу медичну освіту, англійська є мовою-посередником під час навчання. Ні українські викладачі, ні іноземні студенти не використовують її як рідну мову. Тому існує нагальна необхідність проаналізувати особливості вимови таких варіантів англійської мови, як марокканська та нігерійська англійська, щоб у подальшому уникнути неоднозначних міжкультурних ситуацій.

Як показує дослідження, основною причиною неправильної вимови слів як в марокканській англійській, так і в нігерійській англійській є інтерференція рідної мови та відсутність у рідних мовах студентів-іноземних громадян певних приголосних та голосних, які були б схожі на англійські.

Важливо зазначити, що марокканські студенти, по-перше, мають американський акцент, проте використовують слова британського варіанту англійської мови. По-друге, вони чітко вимовляють приголосний /t/ в кінці слова. По-третє, приголосний /r/ переважно твердий під час вимови. По-четверте, марокканські студенти не розуміють швидкого темпу мовлення, тому з ними потрібно розмовляти повільно.

Що стосується нігерійських студентів, то існує тенденція до використання вимови південного варіанту нігерійської англійської. Крім того, така нігерійська рідна мова як Хауса не має еквівалентів англійських приголосних /f/, /v/, /θ/ і /ð/, а також англійських голосних /л/, /ɔ:/ і /з:/. У Йорубі та Іґбо бракує приголосних /z/, /S/, /θ/, /ð/, і голосних /æ/, /ə/, /A/.

Для професорсько-викладацького складу головним завданням є подолання мовного бар'єру зі студентами-іноземними громадянами, використовуючи як сучасні педагогічні підходи та технології, так і усвідомлюючи культурні й фонетичні особливості кожного з варіантів англійської мови.

Ключові слова: мовний бар'єр, рідна мова, марокканський варіант англійської мови, нігерійський варіант англійської мови, відсутність приголосних та голосних, інтерференція.

Abstract. A language barrier is a real challenge for both students and the academic staff. In Ukraine, where students from foreign countries obtain higher medical education, English is a medium of instruction. Neither Ukrainian faculty members nor

foreign students use it as their mother tongue. Henceforth, there is a need to discuss pronunciation peculiarities of such variants of English as the Moroccan and Nigerian ones with the purpose to avoid ambiguous intercultural situations.

As the research shows, the main reason for words mispronunciation in both Moroccan English and Nigerian English is the mother tongue interference and a lack of certain consonants and vowels, similar to English ones, in the native languages of foreign students.

It is crucial to point out that the Moroccan students, firstly, tend to have American English accent, but the words they use may come from British English vocabulary. Secondly, they pronounce distinctly the consonant /t/ at the end of a word. Thirdly, the consonant /r/ is mostly hard for such students. Fourthly, they do not understand a fluent speech; thus, there is a need to talk slowly to them. As for Nigerian students, there is a tendency to use Southern Nigerian English pronunciation. Moreover, such a Nigerian native language as Hausa lack equivalents of the English consonants /f/, /v/, /θ/, and /ð/ as well as with the English vowels /ʌ/, /ɔ:/ and /ɜ:/. There is a lack of consonants /z/, /ʒ/, /θ/, /ð/, and vowels /æ/, /ə/, /ʌ/ in Yoruba and Igbo.

As for the academic staff, the major task is to overcome a language barrier with foreign students using both modern pedagogical approaches and technologies, and understanding their cultural backgrounds and pronunciation peculiarities.

Key-words: language barrier, mother tongue, Moroccan English, Nigerian English, absence of consonants and vowels, interference.

Problem statement. Ukrainian academic world has been demonstrating an increased tendency for multiculturalism since foreign students were given an opportunity to study in Ukraine in 1994. Nowadays, more than seventy-five thousand students from 154 countries are enrolled to obtaining higher education in this country. Among the vast majority of English-speaking students, there are those from India, Morocco, Nigeria, etc. [8]. The most popular specialty, which they chose, is “General medicine”, explaining that Ukraine belongs to the countries where foreign citizens are privileged to have access to a high-quality medical education at all levels. The Ukrainian universities in turn make considerable efforts to provide foreign students with a friendly education environment and comfortable living conditions.

We must admit, however, intercultural education still raises some questions. In most cases, they relate to language peculiarities of foreign students and Ukrainian academic staff. One should point out that a language barrier can undermine the quality of education and, as a result, foreign students obtain poor competence of their future professions. The major problem in the context of a language barrier is a correct pronunciation. According to M. Keshavarz and M. Abubakar, “pronunciation plays an important role in communication since serious mispronunciation can hamper intelligibility” [9, p. 61].

Analysis of recent research and publications. The problem that deals with language barrier as a challenge of intercultural education is generally described by N. Botha, D. Crystal, S. MacPherson, J. Shinnik, J. Veinhardt and others. M. Abubakar, H. Igboanusi, M. Keshavarz, O. Okoro, R. Schuh analyze selected issues of Nigerian English. S. Baloch investigates English peculiarities in Arabic speakers. Thus, challenges caused by intercultural education appear to be the gap that has not been given a proper attention by a modern Ukrainian academia.

The purpose of the research is to highlight the importance of the academic staff awareness of students' cultural and linguistic background that is understood as the total of a person's experience, knowledge, and education.

The results and discussion. Intercultural challenges demand new ways of teaching and so the notions of culturally responsive teaching and culturally responsive pedagogy present themselves [3, p. 1]. Traditionally, the range of multicultural issues faced by the faculty encompasses various learning styles, cultural diversity, non-verbal behavior, viewing historical and religious events from different perspectives, various educational experiences and expectations, and a language barrier [17; 19].

The latter though mainly deals with the situation when a faculty member speaks his/her mother tongue while a student speaks a foreign language. In reality, in Ukraine, neither faculty members nor the majority of international students speak English as their first language. In other words, English has become a language of contact and a medium of instruction.

It is significant to note that English has its variations and regional differences. According to R. Cao and Sh. Jig, "native English speakers from different countries and regions use a variety of accents and dialects. English accents are part of English dialects. Any dialect of English has unique features in pronunciation, vocabulary and grammar" [4, p. 121]. O. Okoro remarks that "language variation can be looked at from the point of view of geographical, educational, social and stylistic varieties. The English we hear, read and use every day in different domains has common-core features that identify it as the same language; but, in addition, each particular usage exhibits peculiar geographical, social or stylistic variation" [13]. D. Crystal states that "the more we know about regional variation and change in the use of English, the more we will come to appreciate the striking individuality of each of varieties that we call dialects, and the less we are likely to adopt demeaning stereotypes from other parts of the country, or of the world. <...> In case of American and British English, the variation is considerable" [6, p. 298, 306] if we speak about lexical or phonetic peculiarities.

The matter is that in Ukraine there is a pronunciation tradition to use mostly British English, while, e.g., in Morocco both British English and American English are spread. The issue is that the Moroccans use British English in school and American English in everyday communication (social networks, movies or songs, etc). For instance, a Moroccan student has an American accent, but the words s/he uses may be British, i.e. *trousers* instead of *pants*.

Thus, as practice shows, there are some pronunciation misunderstandings between Ukrainian faculty members and Moroccan students, e.g. a professor says "*above*" /ə' bʌv / or "*forehead*" /' fɔː.rɪd / (/ 'fɔː.hed/), whereas students often tend to correct the pronunciation as /ə' buʌv / or /' fɑː.rɪd/.

Also if a letter "t" has the last position in a word, the Moroccans pronounce it. For example, the Moroccans utter the sentence "*Put it in on the table*" as / 'puʌt 'it 'on Dq 'teɪbl/ instead of / 'puʌt 'it 'on Dq 'teɪbl/, if we compare it with American English pronunciation. Moreover, there is a difference concerning the pronunciation of a letter "r". E.g., the Moroccan students pronounce words "*cross*" /' kros/ as /' kɾos/; *better* /' betɾ/ as /' betɾ/; *water* /' wɾtɾ/ as /' wɾtɾ/. So, a phoneme /r/ is mostly hard for such students. Moreover, there is an interesting case with the word "*please*" /' plɪz/, as the Moroccans pronounce it as /' plɪs/.

A way of dealing with the problem is to use online reputable dictionaries as Merriam-Webster (<https://www.merriam-webster.com/>), Cambridge dictionary (<https://dictionary.cambridge.org>) or the Collins English Dictionary (<https://www.collinsdictionary.com/>) where words are pronounced according to either British English or American English norms. Therefore, faculty members will be able to avoid questions concerning “bad” pronunciation.

S. Baloch also notes: “Arabic learners of English replace /b/ with /p/ as a result of mother tongue interference. Since Arabic lacks the consonant /p/, speakers of this language replace it with the closest sound in their native language sound system, in terms of place and manner of articulation, namely /b/” [1, p. 228].

There is another situation that may occur between the Ukrainian faculty members and the Moroccan students during classes. It concerns the speech velocity. In most cases, faculty members speak fast, and the Moroccan students find it difficult to understand them. Therefore, there is a need for faculty members to speak distinctly and slower to ensure a better interaction.

As for Nigerian English, we will also reveal what challenges the academic staff must be aware of before entering the classroom. Due to the distinctiveness they hold, our research will address English phonetic characteristics of Nigerian English, which are the most striking to the Ukrainian speakers.

O. Chitulu and Q. Njemanze consider that “to the Nigerian student, who has to learn under challenging circumstances, the English language is not a very easy medium of communication because the learner has to grapple with a lot of factors; his mother tongue, teacher induced errors, apathy to language learning, peer group pressure, and many other factors. These phenomena have not placed the Nigerian student on a good pedestal to communicate in the English language” [5, p. 170]. By now over five hundred and twenty-one languages spoken in Nigeria neither one has acquired a status of the lingua franca [Cit. 12, p. 253]. It is only English that has grown into the nation’s official national language. H. Hunjomaintains explains: “The English language in Nigeria has assumed the status of a second language considering its unique role. The language, apart from its status as the country’s lingua franca is the language of official communication, educational and political administration” [3, p. 52]. However, researchers state that, in the long process of “nativisation” or indigenization of English in Nigeria, it has developed into a new form significantly different from British English [Cit. 12, p. 253–254].

O. Okoro notes: “As there are well over 200 indigenous languages spoken in Nigeria, this will imply, theoretically, well over 200 varieties of English. Most of these, of course, will not have enough to mark them out as significantly different variants of large geographical varieties. So, more realistically, we can talk of distinct geographical varieties, or accents, of Nigerian English based on the major ethnic groupings in the country. Thus, we can talk of Hausa, Yoruba, Efik, Igbo, Edo variants, and so forth” [13].

We would like to mention that all the Nigerian students who study medicine in Ukraine speak English, and most of them use Hausa, Yoruba and Igbo as well. They consider these languages as their major ones. Still, some Nigerians have no idea how to speak their languages. Our research will briefly review the above-mentioned Nigerian languages.

R. Schuh states that “Hausa is one of the major languages of Africa. In fact, the largest ethnic groups in Africa today are Hausa speakers. They are living in the states of Northern Nigeria and neighboring Niger. However, Hausa is also spoken widely in Northern Cameroon, and there are large Hausa speaking communities almost everywhere in West African cities. In fact, Hausa has more native speakers than any other language in Sub-Saharan Africa” [15].

According to the data of the African Studies Institute, “Yoruba is a tonal language spoken natively by about thirty million people Nigeria and in the neighboring countries of the Republic of Benin and Togo. In Nigeria, Yoruba speakers reside in the Southwest region in states such as Oyo, Ogun, Osun, Ondo, Ekiti, Lagos, western Kogi and Kwara states. Yoruba is a Kwa language, which belongs to the Yoruboid group under the Niger-Congo phylum” [21].

L. Nkamigbo points out that “Igbo belongs to the West Benue-Congo sub family of the proto Benue-Congo language family. The Igbo people occupy what is politically known as the southeastern part of Nigeria. The Igbo language is spoken in the core Igbo states – Abia, Anambra, Ebonyi, Enugu and Imo – as well as in some parts of Bayelsa, Delta and Rivers states all in the southern region of Nigeria. There are about eighteen million native speakers of Igbo” [11, p. 59].

As we see, there are at least three major varieties of Nigerian English. Thus accent and fluency is the first thing faculty members encounter in their classroom activity, as there is a number of phonetic features that may lead to confusing and misunderstandings. O. Chitulu and Q. Njemanze state that “the first major cause of poor pronunciation among Nigerian students is the environmental factor. Most of the time, the environment in which the students find themselves is usually linguistically illiterate. The environment does not care for the use of correct English grammar, how much more, correct English pronunciation. English is carelessly spoken without regard for rules. The environment most Nigerian students find themselves in has no regard for the use of Received Pronunciation” [5, p. 171].

O. Okoro also explains: “The pronunciation problems of Nigerian speakers are well known. Apart from the problems of stress placement and timing, intonation control, etc., by far the greatest problem appears to be the wrong pronunciation of words, often leading to a confusion of words that are partial homophones. Some of the reasons for all this are the fewer number of sounds, especially vowels, in Nigerian languages, the marked absence of glides or diphthongs, syllable-timing in the place of stress-timing, and so on. Since most Nigerians find it difficult to articulate sounds that are not present in their L1 (mother language. – S.L. & K.A.), the tendency is to substitute other closely related sounds which do exist in L1” [14]. Other researchers also maintain that the major concern is the substitution of consonant and vowel phonemes and omission of phonemes [18, p. 21–22].

Consonant and vowel phonemes variations vary from one ingenious language of Nigeria to another. That’s why Ukrainian lectures have to know such peculiarities.

M. Keshavarz and M. Abubakar state that those Nigerians who use Hausa have problems with the pronunciation of the English consonants /f/, /v/, /θ/, and /ð/ as well as with the English vowels /ʌ/, /ɔ:/ and /ɜ:/ [9, p. 63].

As for the mentioned above problematic consonants, there is a following situation:

- /f/ is pronounced as /p/ [9, p. 64]. The matter is that in English, /f/ is always labio-dental, whereas in Hausa, /f/ is realized and pronounced as the voiceless bilabial stop /p/ [16]. E.g.: *farm* /'pə:m/, *father* /'pə:zə/, *fan* /'pæn/, *fond* /'pɒnd/, *funny* /'pɒni/, *from* /'prɒm/, *briefly* /'bripli/, *free* /'pri:/, *from* /'prɒm/, *forty-four* /'pɔ:ti 'pɔ:/, *fight* /'paɪt/, *first* /'pest/, *female* /'pimel/ [5, p. 172; 9, p. 64];

- /v/ is pronounced as /b/. It should be mentioned that /v/ does not exist in Hausa. Thus, the Hausa speakers replace it with /b/, which is the closest sound to /v/ in terms of place of articulation and voicing. E.g.: *moving* /'mubin/, *visitors* /'bizɪtərs/, *evening* /'ibenɪn/, *coverage* /'kɒberedʒ/, *lovely* /'ləbli/ or /'ləbeli/, *TV* /'ti:'bi:/, *very* /'beri/, *voice* /'voɪs/ [9, p. 64];

- /θ/ is pronounced as /t/, /s/ or /z/. Normally, the Hausa speakers replace /θ/ with /s/, but a younger generation of the Hausa speakers tend to drift to Southern Nigerian English pronunciation (in which /θ/ is realized as /t/). E.g.: *think* /'tɪnk/, *thin* /'tɪn/, *thirty* /'te:rti/, *Thursday* /'zɜ:zdeɪ/, *toothpaste* /'tu:zpest/ [9, p. 65];

- /ð/ is pronounced as /z/ or /d/. This is due to the fact that this consonant does not exist in Hausa, as a result the Hausa speakers replace it with /z/, which serves as the closest sound to /ð/ in terms of manner of articulation and voicing. The replacement of /ð/ with /d/ may be due to drifting towards Southern Nigerians English pronunciation. E.g.: *father* /'pazə/, *further* /'pə:zə/, *there and their* /'zeər/, *the* /'de/, *therefore* /'derpɔ:/, *that* /'dæt/, *this* /'dɪs/ [9, p. 65];

As for English problematic vowels, the Hausa-speaking Nigerians pronounce:

- /ʌ/ as /ɒ/. It is to be due to the fact that the vowel /ʌ/ does not exist in Hausa hence they replace it with the existing Hausa vowel phoneme /o/. For example: *young* /'jɒŋ/, *brush* /'brɒʃ/, *cup* /'kɒp/, *lovely* /'ləbeli/ [9, p. 67];

- /ɔ:/ as /ɒ/. The reason for this mispronunciation may be based on the fact that this vowel is nonexistent in Hausa. Therefore, Hausa speakers have the tendency to replace it with /o/ that is shorter and less open than the English vowel /ɔ:/. E.g.: *water* /'wɒtə/, *saw* /'sɒ/, *ball* /'bɒl/ [9, p. 67];

- /ɜ:/ as /ɒ/, /ɔ/ or /e/. Hausa lacks the English vowel /ɜ:/. For example: *girl* /'gɒl/ or /'geɪ/, *slurry* /'slɒri/, etc. [9, p. 67].

As for Yoruba and Igbo, the following are the peculiarities of English words pronunciation:

- Absence of the phonemes /z/ and /S/, so its speakers substitute the unavailable phoneme with /s/. Breaking up of the English consonant clusters is a common practice among interlocutors of Yoruba and Igbo [18, p. 21]. For example: *shoe* /'su:/, *shine* /'sain/, *shower* /'sæwæ/, *shop* /'sɒp/, *zip* /'sɪp/, *zinc* /'sɪŋk/, *zoo* /'su:/, *size* /'saɪs/, etc [5, p. 171; 7, p. 494];

- Absence of the dental fricatives /θ/ and /ð/ and substitution the alveolar plosives /t/ and /d/ respectively. For example: *path* /'pat/, *then* /'den/, *father* /'fadar/, *they* /'dei/, *theme* /'tim/, *thank* /'tɒŋk/, *thick* /'tɪk/, *three* /'til/, *three* /'tri:/, *through* /'tru:/, *thirteen* /'tæɪtɪn/, *thirdly* /'tedli/ [5, p. 173; 18, p. 34];

- Omission of the glottal fricative /h/ when it occurs at the initial positions. Thus, Nigerians pronounce the following words as follows: *helicopter* /*elikpɒtə*/, *happy* /*æpi*/, *heat* /*i:t*/, *hot* /*ot*/, *humble* /*ɔm.bl*/, *him* /*ɪm*/, *history* /*ɪs.tr.i*/ [5, 171; 18, p. 34]. There is also omission in such words as *help* /*ep(p)*/, *hair* /*âr*/, *half* /*Rf*/, *head* /*xd*/, *height* /*xit*/, etc;

- Insertion the glottal fricative /h/ where it is not required: *enough* /*hinʌf*/, *hour* /*haur*/, *honour* /*ho:ne*/, *eye* /*hai*/ [18, p. 34]. We have observed that such words as *indigenous* /*hin'didZinqs*/ and *owe* /*hō*/ are also pronounced with insertion;

- Vowel phoneme substitution. Most Nigerian languages do not have the vowels /*æ*/, /*ə*/ and /*ʌ*/. E.g., /*æ*/ is substituted for /*ə*/; in a word like *bitter* /*'bitə*/, under /*ʌndʌ* – /*ə*/, is substituted by /*ʌ*/ and /*a*/ is /*ə*/. British received pronunciation /*ə:*/ is replaced sometimes by /*ɔ:*/ as in /*'wɔ:st*/ for Received pronunciation /*'wɜ:st*/ or /*e*/ as in *fest* [18, p. 21];

- Nasalization of pre-nasal vowels, for example: *modern* /*'mOdān*/, *pen* /*'pɛn*/, etc. [7, p. 494];

- In Igbo English the sounds /*l*/ and /*r*/ are used interchangeably. E.g.: *London* /*'rɒndən*/, *right* /*'laɪt*/, *problem* /*'plɒb.rəm*/ *rebel* /*'lebəl*/, *dangerous* /*'deɪndʒləs*/, *clinic* /*'krɪnɪk*/, *plug* /*'prʌg*/, *local* /*'rəʊkəl*/, *language* /*'ræŋgwɪdʒ*/, *village* /*'vɪɪdʒ*/, *flag* /*'fræg*/, *English* /*'ɪŋgrɪʃ*/, *little* /*'rɪtl*/, *allow* /*ə'raʊ*/, *pray* /*'pleɪ*/, etc [5, p. 171; 7, p. 495].

Moreover, there is consonant voicing instead of devoicing in Nigerian English, e.g., *Miss* /*'mɪz*/, *ice* /*'aɪz*/, *nice* /*'naɪz*/, etc.

Another interesting phonetic feature is violation of reading norms. The Nigerians say the word the way it is written: *whistle* /*'wɪstɪl*/ [18, p. 34]. Moreover, they tend to reverse some words, e.g., “*aks*” instead of “*ask*”, etc.

O. Okoro proposes even to preclude such mispronunciation as “/*zJ*/ for “the”; /*is*/ for “his”; /*mPS*/ for “much”; /*SPS*/ for “church”; /*sxkPm'stRnsis*/ for “circumstances”; /*sHkHrH'derJbe*/ for “screwdriver”, /*kRtx*/ for “cater”, /*pLpoz*/ for “purpose”, /*kpRket*/ for “packet” etc. [13; 14]. Moreover, he gives examples of word pairs that are often confused and, as a result, mispronounced (See Table 1).

Table 1

Word pairs that are often confused and mispronounced in Nigerian English

Word	Transcription	Word	Transcription	Common Nigerian Pronunciation
sit	/sɪt/	seat	/sɪt/	/sɪt/
hot	/hɒt/	hut	/hʌt/	/hɒt/
shot	/ʃɒt/	short	/ʃɒt/	/ʃɒt/
cut	/kʌt/	caught	/kʌt/	/kɒt/
full	/fʊl/	full	/fʊl/	/fʊl/
work	/wɜ:k/	walk	/wɜ:k/	/wɒk/

[14].

M. Keshavarz and M. Abubakar recommend the following: “the English teachers should receive adequate training in effective teaching of these sounds so that they can help their students improve their pronunciation in English. Students should also be encouraged to participate in extracurricular activities in order to improve their English pronunciation through interacting with native or competent non-native speakers of English. However, it needs to be emphasized that the goal of pronunciation teaching should be intelligibility, and not native-like pronunciation as EFL learners do not need native-like pronunciation in order to be comfortably understood” [9, p.69].

Following K. Berardo, who proposes 10 strategies for overcoming language barriers in international business settings [2], we would like to introduce some of them to the Ukrainian lecturers. Therefore, to ensure a successful interaction with foreign students and, as a result, to ensure the foreign students demonstrate achievements in the course of the education process, faculty members need to

- i) Speak slowly and clear;
- ii) Ask for clarification;
- iii) Frequently check for understanding;
- iv) Avoid idioms and jargons;
- v) Be specific and patient [2].

Coming back to an issue of intercultural education, it is highly important to remember that education is a double-sided process, i.e. educators learn from students just as well as those learn from them. According to S. MacPherson: “When learners from diverse backgrounds come together, the curriculum becomes an intercultural practice regardless of the intention of the teacher, school, district, or system” [10, p. 282].

“Teachers who learn more about their students’ backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers. Teachers should work continuously to improve the lives of their students” [20], whereas ignoring the linguistic peculiarities of students’ English may lead to language barriers bolstering and become a reason for significant incomprehension.

Conclusion and prospects for further research. Therefore, a language barrier is a real challenge for both students and academic staff. In Ukraine, where students from foreign countries obtain higher medical education, English is a medium of instruction. Neither the Ukrainian faculty members nor foreign students use it as their mother tongue. Henceforth, there is a need to discuss pronunciation peculiarities of such variants of English as the Moroccan and the Nigerian ones with the purpose to avoid ambiguous intercultural situations.

As the research shows, the main reason of words mispronunciation both in Moroccan English and Nigerian English is the mother tongue interference and an absence of certain consonants and vowels in the native languages of foreign students, which are similar to English ones.

It is crucial to point out that, the Moroccan students, firstly, tend to have American English accent, but the words they use may be from British English vocabulary. Secondly, they pronounce distinctly the consonant /t/ at the end of a word. Thirdly, the consonant /r/ is mostly hard for such students. Fourthly, they do not understand a fluent speech; thus there is a need to talk slowly to them. As for Nigerian students, there is a tendency to use Southern Nigerian English

pronunciation. Moreover, such a Nigerian native language as Hausa lack equivalents of the English consonants /f/, /v/, /θ/, and /ð/ as well as with the English vowels /ʌ/, /ɔ:/ and /ɜ:/. There is a lack of consonants /z/, /ʒ/, /θ/, /ð/, and vowels /æ/, /ə/, /A/ in Yoruba and Igbo.

As for the Ukrainian academic staff, the major task is to overcome a language barrier with foreign students using both modern pedagogical approaches and technologies, and understanding their cultural backgrounds and pronunciation peculiarities.

Therefore, the most effective ways to overcome a language barrier, their in-depth analysis will make prospects for further research.

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