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THEME: FACTORS AFFECTING PRONUNCIATION LEARNING

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Abstract

The overall aim of this work was to investigate what attitudes some English teachers and pupils in 1st and 9th grades in Samarkand school№2 have towards learners of foreign languages feel that their ultimate goal in pronunciation should be “accent free” speech that is undistinguishable from that of a native speaker. Such a goal is not only unattainable for virtually every adult learner, but in a multilingual, multicultural world, "accents" are quite acceptable. With English as an International Language growing by leaps and bounds, a native accent is extremely difficult to define, and even genuine native speakers of English are often mistakenly identified as "foreigners." Moreover, as the world community comes to appreciate and value people’s heritage, one's accent is just another symbol of that heritage. The objectives of the work are to focus on teaching secondary school students to produce these sounds correctly.

I wanted to find out why pronunciation learning is an important part of the teaching of English, what factors teachers and pupils believe contribute to orally active pupils in the English foreign language classroom and what English teachers think of the assessment of pupils’ ability to express themselves orally in English. I have interviewed three English teachers, and 48 pupils in 1st and 9th grades have answered a questionnaire. The results show that the teachers and a majority of the pupils think that pronunciation learning is an important part of the teaching of English, mainly because of the fact that being able to express yourself orally in English today is of great importance and because through this the pupils get to use the English language a lot themselves. Factors that contribute to verbally active pupils in the English classroom are a safe classroom atmosphere, pupils’ self-esteem, small groups, meaningful assignments,

enthusiastic and encouraging teachers and motivated pupils. The results also show that the teachers believe that the assessment of pupils' oral ability is hard because it is not as concrete as other skills that they assess in the English foreign language classroom.

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INTRODUCTION

In recent years, there has been a greater emphasis on teaching competent pronunciation, especially in ESL/EFL classrooms. This is due to the increasing realization that poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, stereotyping and discrimination [7, 98]. Yet English pronunciation is neglected in classrooms throughout the world today, including Asia. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom. Lu (2002) concluded that learners of ESL in some countries have poor English pronunciation because they seem to lack knowledge of English sounds. There is no practice in using phonetic symbols required in the curriculum. Moreover teachers of English pronunciation do not receive relevant professional training in the use of phonetic symbols. The reason is not unwillingness to teach pronunciation, but uncertainty as to how best to help learners' pronunciation is one of the most difficult areas for learners as well as teachers [10, 99].

As we speed toward and into the twenty-first century, we can indeed take some pride in a sophisticated accumulation of knowledge about second language learning and teaching. Such was not always the case. Language teachers in the middle part of the twentieth century witnessed the "birth" of a disciplined approach to second language learning and teaching, but the nascent profession was hard put to come up with viable answers to questions about learning the foreign language.

Hardly a teaching day goes by in this profession without someone referring to students' proficiency levels with the terms "beginning," "intermediate,"

or "advanced." And as long as Earth spins on its axis, I suppose, teachers will differ amongst themselves on just what those terms mean.

Teaching beginners is considered by many to be the most challenging level of language instruction. Since students at this level have little or no prior knowledge of English on which to build, the teacher (and accompanying techniques and materials) becomes a central determiner in whether or not students accomplish their goals. This can also be the most tangibly rewarding level for a teacher because one can readily see the growth of students' proficiency in a matter of a few weeks.

At the beginning or even false-beginning level your students have very little language "behind" them. You may therefore be tempted to go along with the popular misconception that the target language cannot be taught directly, that you will have to resort to a good deal of talking "about" English in the students' native language. Such is clearly not the case, as beginning language courses have demonstrated for many decades. But you do have to keep well in mind that your students' capacity for taking in and retaining new words, structures, and concepts is limited. Foremost on your mind as a teacher should be the presentations of material in simple segments that don't over-whelm your students. We should remember that they are just barely beginning! In my teaching practice at a secondary school I face to unintelligible pronunciation of some students. Intelligible pronunciation is essential during a listening process, clear and correct pronunciation makes a conversation more comfortable for both the speaker and the listener and even helps to avoid misunderstanding. The final thesis is not only aimed at pronunciation teaching process but also at helping my students to be clearly and easily understood by others. The work is divided into two parts, theoretical and practical.

The theoretical part is based on theoretical background that is relevant to the pronunciation teaching and learning process and serves as a basis for the practical part. It deals with the issue of pronunciation in everyday communication, outlines why pronunciation should be taught and concentrates on the most problematic sounds for Uzbek learners of English. The following final qualification paper will help us to formulate an approach to teaching beginners. As you adopt a theoretical stance on each factor, you will be able to design classroom techniques that are consistent with your approach.

I. LITERATURE REVIEW

This chapter reviews studies of the importance of pronunciation training, awareness raising, positive attitude and motivation that affect learners' acquisition, and discusses how language learning strategies help learners improve their pronunciation in the target language and lead to confidence in speaking. Discussions of English language learning and teaching in Thailand are also presented. Language learning principles for mainstream classes, Hutchinson and Waters [19, 128] present eight language learning principles in relation to a learner-centered methodology. A learner-centered methodology need not exist only in a language classroom, and much language learning takes place outside of the language classroom. Hutchinson and Waters relate the learning principles to the ESP classroom, but often these EAL (English as an Additional Language) learners are in classes that are not taught by language experts, and therefore the classes are not remembered as a rich resource for language input. The discussion on teaching techniques is not meant for language experts only. I have used the principles as a point of departure for discussions on language across the curriculum seminars. These seminars often concern department or campus-wide staffs who are not well informed on language issues. Perhaps teachers are intimidated by the thought of fostering language development in the classroom because they equate the notion with grammar rules. The eight (language) learning principles are outlined below along with a discussion of their teaching implications and how they are to be applied to teaching beyond the language classroom.

1. Second language learning is a developmental process. In other words, learners use existing knowledge to make the incoming information

comprehensible. Gagne and Bridges [8, 88] discuss "external" and "internal" conditions of learning in much the same way. The example they use understands when the U.S. presidential elections take place: the first Tuesday after the first Monday in November, every four years. In order to truly grasp this "external" knowledge (when the elections take place), they explain that a learner must have certain "internal" conditions in place, i.e., the knowledge of the days of the week, and the months in the year, etc. This example may seem too simple to be applicable at the tertiary level, but one can easily imagine how concepts and ideas in a field are made understandable by building on some existing knowledge.

The teaching implications of this principle are that lecturers should reconsider what, if anything, they have been taking for granted concerning their students' knowledge base. The knowledge that each student brings to the classroom is likely to be just as diverse. Do the lecturers adapt the presentation to the "internal" knowledge of the student? In other words, is there ample opportunity given in class to discover what learners understand about the concept being taught? As an example, how is the idea of "perfectly competitive market" explained in an economics class filled with EAL learners? Do learners know what "competitive" means? If they have indeed heard the words, what types of understanding do they have? It is quite possible that "market" for some of the students here in South Africa simply means a fruit and vegetable stand or maybe even what is commonly known in the U.S. as a "flea market" (a number of stalls selling various items ranging from food to crafts). The definition of perfect competition, "a large number of relatively small price-taking firms that produce a homogenous product and for whom entry and exit are relatively costless" [12, 250] means nothing for the students if they are unaware of the more

basic components of the concept. The components which comprise a concept should be carefully elicited from the students and addressed if necessary.

Students should be given prompts as much as possible. These could take the form of visual aids, handouts, or even words and concepts written on the board. By hearing and seeing the language, the students are better able to match the concepts and terminology to their internal knowledge, and thus be better equipped to add the external information if possible. This suggestion may sound painfully easy or remedial, but many learners, especially language learners, need to see the information as it is being discussed.

2. Language learning is an active process. The learners must actively use the new information. This is easier said than done. In terms of language learning, this means practicing the vocabulary and grammar with great frequency for it to be internalized. With this principle in mind, many language classes at the tertiary level in the U.S. are time-tabled for maximum contact time (five hours a week), whereas the "content" subjects average three hours a week. The thinking behind this imbalance is related to the unlikelihood that the learner will have contact with the language outside the classroom.

What can a mainstream lecturer do with a majority of students for whom English is not their mother tongue? The principle of frequency, however, is the same: Revise the information. According to Hamilton and Ghatala [14,118], elaboration is the key to getting information into long-term memory. By elaboration, the authors mean working with the same information in different but related ways. Examples of elaboration techniques are: summarizing, outlining, mind-mapping, drawing pictures,

using metaphors, eliciting examples for learners, etc. In ESP, the terms, concepts, and definitions are new and unfamiliar to students. According to Gagne and Briggs (1988) repetition is the key to retention.

In the field of English as a Second Language (ESL) the necessity for, and method of, teaching pronunciation has become a controversial topic. Many second language educators have varied opinions on the importance of including pronunciation practice within their lesson plans. Classroom activities should cater to what their students consider their most important personal goals or reasons for learning the language. For example, students may wish to build their vocabulary skills or strengthen their testing skills in English. Regardless of current trends or what students may feel their selected needs are, it is safe to say that teaching pronunciation is often considered essential in an ESL class where survival skills are imperative to the students' daily lives.³ Language learning is a decision-making process. Typically, teachers do all the talking and making of decisions in the classroom. The teacher is the knower of the information, so it is considered more efficient for him/her to present the material. For the lecturer, no doubt, it is easy to walk into class, deliver the information, and leave. What about the students? Hutchinson and Waters [5,129] argue that in order to develop, learners must use existing knowledge, make decisions based on that knowledge, and see results.

This means that learners need to go through a processing step, both internally and externally: internally to formulate decisions, and externally to test those decisions. Externally, the learner would express his/her ideas and receive feedback

External processing implies a move away from summative evaluation to formative evaluation. Learners should demonstrate their

knowledge often and if possible be credited for it. To wait until the end of term not only puts more pressure on the students in terms of the "all or nothing" mark, it also leaves the facilitator to estimate what percentage of the lecture material is being internalized during the term. Summative evaluation for first year students might also promote a culture of passiveness or idleness. Checking understanding frequently with mini-tasks, quizzes, or worksheets is beneficial in a number of ways: It gives the facilitator an idea of what is being internalized by the students, and it gives the students reinforcement of the material as well as motivation to attend class (accountability).

4. Language learning is not just a matter of linguistic knowledge. The premise here is that there is more to comprehension, production, and learning in general than the words themselves. A learner may be cognizant of each individual word due to a good vocabulary base, but not understand the ideas expressed in them because of a lack of cognitive development. The reverse could also be true with a student having the cognitive capacity or background to understand the concepts, but not the linguistic ability to respond successfully. As a result, language learners are often inaccurately perceived as being cognitively and conceptually slow, when in fact it might well be their linguistic ability that is lagging.

In the end, many lecturers of these typical second language learners base their judgment of students solely on their surface ability to communicate orally and in writing. If the student is poor in communication due to grammatical errors, that is often where the line is drawn and the mark given. Conversely, a lecturer is often lenient in marking because s/he understands more or less what the learner is getting at even if the message is not clearly conveyed.

5. Language learning is not the learner's first experience (with language). The students are generally competent in another language, and in terms of subject-specific information, they might have some knowledge of the concepts or terminology. A classroom should tap into these competencies and help the learners transfer them from one language (or experience) to another, or activate the existing knowledge to aid in the understanding of the new information.

Hutchinson at all [7, 140] suggests getting the students to predict before reading or listening. Having students predict is advantageous for two reasons: It sets the students' schema (or road map) of the subject, i.e., the internal knowledge, thereby getting it ready to attach to external knowledge, as discussed in connection with principle three above, and it informs the lecturer as to what knowledge the students already possess. A lecturer then will be able to target the session accordingly, spending time on concepts that are not clearly known, and only reviewing those that are. In terms of teaching, schema-setting can take the form of a brief review of the day's class lesson, pre-reading, pictures, drawing, diagrams, charts, discussions, anecdotes, etc. The function of assigning readings before a lecture serves the schema-setting purpose. However, one needs to bear in mind the level of language used throughout the passage as well as the length of the passage.

6. Language learning is an emotional experience. This principle concerns the affective filter of the student, or variables related to motivation, attitude, anxiety, and self-confidence. The condition of these variables, according to Dulay and Burt (in Oller 1993:32), determines what information is internalized. Students can be fragile entities. They can easily be intimidated, resulting in debilitating effects. The key then is to create a

relaxed and non-threatening atmosphere in the classroom for optimal learning. To make the learning more positive, Hutchinson and Waters [9, 129] suggest a number of ways of being sensitive to affective filters:

- Use pair work or group work to build social relationships;
- Give students time to think, and generally avoid undue pressure;
- Put less emphasis on the product (the right answer) and more on the process of getting an answer;
- Value attitude as much as aptitude and ability;
- Make "interest," "fun," and "variety" primary considerations in materials and methodology, rather than just added extras.

Fun and games should not be excluded from study. Fun and games do not preclude learning. Activities can still be fun and challenging and thereby cater to those students for whom pressure is a stimulant. Using pair and group work in the class has numerous advantages; it provides the following opportunities:

- Students get to know other students;
- Students form study groups or join with partners;
- Instructors see progress in class and "test" student knowledge and input;
- Variety is brought into the classroom;
- Pressure for individuals is reduced;
- Students work with the concepts and terminology actively rather than being passive-listeners;

In addition, using pair and group work takes some of the pressure off the instructor in terms of constant "performance," gives the students some independent learning skills practice, and at the same time allows the instructor to observe the "intake" of learners. Following this observation, instructors can provide specific input where necessary.

7. Language learning is to a large extent incidental. One does not need to be actively studying language to learn language. English (or Afrikaans) is the medium through which students learn the content, but the language itself does not need to be the focus. The content subject lecturers would not suddenly be required to explain grammatical rules to the class, but writing down vocabulary and terminology would be appropriate for a class with a majority of second language speakers. The focus would not be taken off the content, but the lecturer should be sensitive to the medium of instruction, should slow down the presentation, should provide visual aids, and should repeat and revise often. These are not radical measures to adapt teaching to a varied student population, but they are helpful.

8. Language learning is not systematic. Although information is stored systematically, the process by which it is assimilated is not necessarily systematic. Each learner has a preferred method of learning, and within a classroom, any combination of learning styles could be represented: visual, auditory, tactile, and kinesthetic. Davis and Nur (1994) discuss various learning style inventories used to determine a student's preferred style of learning: cognitive, affective, and psychomotor. Briefly, cognitive inventories determine how a person takes in information: what problem-solving strategies are used and how they classify and sequence information. Affective inventories determine a student's motivation for learning and what factors influence this motivation. Finally, psychomotor inventories show learner preferences for subject matter and mode of presentation. The point of conducting such inventories is to discover the students' preferred learning styles and to match the teaching style to achieve optimal learning in the classroom.

A. The place of pronunciation teaching

This issue will be covered in some detail later in the chapter. For the time being, some introductory remarks are in order. There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an "accent free" command of a foreign language, then; should a language paradigm that emphasizes whole language, meaningful contexts, and subconscious acquisition focus on these tiny pronunciation details of language? The answer is "yes" but in a different way from what was perceived to be essential a mere decade or two ago. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As already noted above, make any drilling you do as meaningful as possible.

Techniques should be intrinsically motivating.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them.

Many times students don't know **why** we ask them to do certain things; it usually pays to tell them why.

This theme has been played time and again in this work, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of quite a storehouse of teacher resource material now (see recommended books and articles at the end of this work) it can be done. Even drills [7, 275] can be structured to provide a sense of authenticity.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. (In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit.) It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

B. Accuracy and fluency

An issue that pervades all of language performance centers on the distinction between accuracy and fluency. In spoken language the question we face as teachers is: How shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language?

In the mid to late 70s, egged on by a somewhat short-lived anti-grammar approach, some teachers turned away from accuracy issues in favor of providing a plethora of "natural" language activity in their classrooms. The argument was, of course, that adult second language acquisition should

simulate the child's first language learning processes. Our classrooms must not become linguistics courses but rather the locus of meaningful language involvement, or so the argument went.

Unfortunately, such classrooms so strongly emphasized the importance of fluency-with a concomitant playing down of the bits and pieces of grammar and phonology - that many students managed to produce fairly fluent but barely comprehensible language. Something was lacking. It is now very clear that **both** fluency **and** accuracy are important goals to pursue in CLT. While fluency may in many communicative language courses be an **initial** goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. If you were learning to play tennis instead of a second language, this same philosophy would initially get you out on the tennis court to feel what it's like to hold a racquet, to hit the ball, to serve, etc., and then have you focus more cognitively on certain fundamentals. Fluency is probably best achieved by allowing the "stream" of speech to "flow," then, as some of this speech spills over beyond comprehensibility, the "river banks" of instruction on some details of phonology, grammar, or discourse will channel the speech on a more purposeful course.

The fluency/accuracy issue often boils down to the extent to which our techniques should be **message oriented** (or, as some call it, teaching language use) as opposed to **language oriented** (also known as teaching language usage). Current approaches to language teaching lean strongly toward message orientation with language usage offering a supporting role.

C. Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that "you are what you speak," learners are reluctant to be judged by hearers. Language learners can put a new twist on Mark Twain's quip that "it's better to keep your mouth closed and have others think you are ignorant than to open it and remove all doubt." Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak however halting or broken those attempts may be.

The interaction effect

The greatest difficulty that learners have in learning to speak is not in the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather in the interactive nature of most communication. Conversations are collaborative as participants are engaged in a process of negotiation of meaning. So, for the learner, the matter of **what** to say is a tremendous task, to be sure - is often eclipsed by conventions of **how** to say things, **when** to speak, and other discourse constraints. Among the many possible grammatical sentences, for example that a learner could produce in response to a comment how does that learner make a choice?

David Nunan [11, 47] notes a further complication in interactive discourse: what he calls the "interlocutor effect or the difficulty of a speaking task as gauged by the skills of one's interlocutor. In other words, one learner's performance is always colored by that of the person (interlocutor) he or she is talking with.

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not,

ESL curricula that treat oral communication skills will simply be labeled as "Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to the most popular discourse category in the profession: conversation. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.,) are often followed or preceded by various forms of oral production on the part of students.

Some of the components of teaching spoken language were covered in the previous chapter as we looked closely at teaching listening comprehension: types of spoken language, idiosyncrasies of spoken language that make listening difficult, and listening Microskills that are a factor of the oral code. This chapter will build on those considerations as we investigate the teaching of oral communication skills.

II. RESEARCH PLAN

So we've decided to be a language teacher! It is a profession that will guarantee us more than we fair share of challenges, growth, joy, and fulfillment. Challenges await us at every turn in our professional path because the discipline of language teaching has only begun to solve some of the perplexing questions about how people successfully learn foreign languages. Opportunities for growth abound because, for as long as we continue to teach, we will never run out of new questions, new possibilities, new ways of looking at your students, and new ways of looking at ourselves. The joy of teaching lies in the vicarious pleasure of witnessing your students' attainment of broader and broader vistas of linguistic proficiency and in experiencing the communal bond that we have been instrumental in creating in our classroom. And, ultimately, few professions can offer the fulfillment of knowing that you're seemingly insignificant work really can make a difference in a world in need of communication that transcends national borders and interests.

A. Statement of purpose

The classroom we are about to enter is a course in English as a Second Language (ESL) in a Samarkand school in Uzbekistan. There are 14 pupils in the class, they came from several different districts; this is a beginning level class; students came into the class with minimal survival English proficiency. They are literate in their native languages. Their goal in the class is to be able to use English and to progress and prosper in their life, and to get some sort of employment. They are quite highly motivated to learn.

ESL is used in this work in two ways: (a) as a generic acronym to refer to instruction of English to speakers of other languages in any country

under any circumstance, and (b) to refer to English as a Second Language taught in other countries where English is a major language of commerce and education, a language that students often hear outside the walls of their classroom.

The lesson we are about to observe is reasonably well planned, efficiently executed, and characteristic of current communicative language teaching methodology. It is not, however, necessarily "Perfect" (are there ever any perfect lessons?), and so what you are about to see may have a few elements in it that you or others could take issue with. Please remember this as you read on and, if you wish, take note of aspects of the lesson that you might question, and then compare these notes with the comments following the lesson description.

1. The goal of the research is to develop the students' ability to use their knowledge of English grammar structure and English vocabulary to understand what their meaning is in a given context of spoken and written English and to communicate clearly their own meaning in speech and writing; I.e. developing their reading and listening comprehension, and their speaking and listening skills. As it has already been mentioned , before incorporating any of the pronunciation activities into the class, it is always advisable to identify the pronunciation problems in the concrete study group. In this chapter, some of the most common pronunciation mistakes of Uzbek speakers are going to be presented with the aim to provide an overview of the key problems that should be eliminated during English lessons in Uzbek schools.

2. The objectives of the research the objectives that I put forward to reach aforementioned goal and purpose of my research work are the

followings: The fact that some students are able to acquire a reasonable knowledge of English in few months and the others are not able to reach the same level within some few months leads this paper to the topic of factors which influence attaining English pronunciation.

To get students perform various tasks

*Translation

*Matching,

Dictation

All the mentioned test types will be based on two different texts and will be given as a post reading task.

- To detect how these three English course books deal with teaching pronunciation.
- To teach vocabulary in a context
- To observe students' progress in studying
- To see learners' attitude toward the method (contextual learning of new vocabulary)
- To analyze tests conducted in classroom asking for clarification (What?)

Methodological principles and normative base of the research- the importance of listening comprehension in leaning should by now be quite apparent. As we move on to look at speaking skills, always remember the

ever-present relationship among all four skills, and the necessity in authentic, interactive classes to integrate these skills even as you focus from time to time on the specifics of one skill area.

Actuality of the research as human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting a second identity. The new “language ego” intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

The aim of the research Theoretical value of the research Challenges await us at every turn in our professional path because the discipline of language teaching has only begun to solve some of the perplexing questions about how people successfully learn foreign languages. Opportunities for growth abound because, for as long as we continue to teach, we will never run out of new questions, new possibilities, new ways of looking at your students, and new ways of looking at ourselves. The joy of teaching lies in the vicarious pleasure of witnessing your students' attainment of broader and broader vistas of linguistic proficiency and in experiencing the communal bond that we have been instrumental in creating in our classroom, and, ultimately, few professions can offer the fulfillment of knowing that you're seemingly insignificant work really can make a difference in a world in need of communication that transcends national borders and interests.

B. Methods

During the late 1960s and the 1970s, questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not.

Pronunciation programs were viewed as “meaningless non communicative drill-and-exercise gambits” [6, 486]. In many language programs, the teaching of pronunciation was pushed aside, as many studies concluded that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation. The strongest factors found to affect pronunciation, i.e. native language and motivation, seemed to have little to do with classroom activities (Suter, 1976; Suter & Purcell, 1980). We take our seats in the rear of the classroom and observe the following sequence of activities.

Subject of the research the subjects that I chose for my research work were the pupils of 9th form in the school №2 where I have been visited with my groupmates. There were 14 students aged from 15-16, 6 of them were male and the rest female. The majority of chosen students speak Uzbek and Tajik fluently; there are also 3 bilingual students. Although their level was between elementary and intermediate, they understood and were able to use everyday English words in communicating with a foreigner. On the other hand they thought that the most ultimate skill that they should improve is speaking. In particular, they did know the translation or a meaning of a target word in their native language but cannot apply that lexicology to their speeches. In the Table #1 the background of subjects can be observed.

Table #1

Nominal scale that provides further information about the subject

#	Name	Gender	Age	Ethnic background	Native language
1	Nazira	Female	15	Uzbek	Uzbek
2	Sabina	Female	16	Uzbek	Uzbek
3	Gavhar	Female	15	Tajik	Uzbek

4	Sevara	Female	15	Tajik	Russian, Uzbek
5	Shahzod	Male	16	Uzbek	Uzbek
6	Farkhod	Male	16	Uzbek	Uzbek
7	Kamol	Male	16	Uzbek	Uzbek
8	Anvar	Male	17	Uzbek	Russian
9	Toliba	Female	16	Uzbek	Russian
10	Shohrux	Male	15	Uzbek	Uzbek
11	Sobir	Male	16	Tajik	Tajik
12	Zarifa	Female	16	Tajik	Tajik, Uzbek
13	Dilnoza	Female	17	Turkish	Turkish, Uzbek
14	Nadejda	Female	16	Russian	Russian

Materials

We take our seats in the rear of the classroom and observe the following sequence of activities.

What Makes Speaking Difficult?

Again, this paragraph outlined some idiosyncrasies of spoken language that make listening skills somewhat difficult to acquire. These same characteristics must be taken into account in the productive generation of speech but with a slight twist, in that the learner is now the producer. Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

1. *Clustering* Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. *Redundancy*

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. *Reduced forms*

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English (see below, section on Pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. *Performance variables*

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. You can actually teach learners how to pause and hesitate. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. *Colloquial language*

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.

6. *Rate of delivery*

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

C. The procedure of the research

One implication of such a list is the importance of focusing on both the forms of language as well as the functions of language. In teaching pronunciation, we don't limit students' attention to the whole picture, even though that whole picture is important. We also help students to see the pieces-right down to the small parts-of language that make up the whole. Just as you would instruct a novice artist in composition, the effect of color hues, shading, and brush stroke techniques, so language students need to be shown the details of how to convey and negotiate the ever elusive meanings of language.

D. Analysis

You have just observed a relatively effective class hour in which the teacher competently planned a lesson around a textbook, managed everything with no major problems, and carried out the activities with some warmth and enthusiasm. What you have just witnessed is the product of a teacher's experience and intuition grounded in reasonably sound theoretical

principles of learning and teaching. For every tiny moment of that classroom hour, certain choices were made, choices that can for the most part be justified by our collective knowledge of second language acquisition and teaching. Think about those choices as you contemplate the numerous pedagogical questions that arise out of each numbered "statement" above.

One lesson we learn from this research is about the value of staying very close to the phenomenon one is studying, rather than do scholarly work at arm's length... the research question should drive the methodology.... Connie invented a unique research methodology specifically tailored to her particular research question [19, 75]. After reading about Gersick's 'exemplary research' and Hackman's comments on her research, I decided that I would look at the data collected during the stages of training and the strategies used in the study in different ways such as reflective reports, group discussion and observation to make sense of the data. Therefore, my data analysis used multiple methods of analysis. It used several ways of looking at my data but in each instance I carried out the analysis to sufficient depth to bring to the surface the answers relevant to my research questions. Thus I had, like Gersick, stayed close to my phenomenon and formulated a research (analysis) methodology that was tailored to my particular research questions.

In action research, the observers and learners should also participate in analysing the data (Chenitz & Swanson 1986). This was achieved through sharing the analysis of the reflective reports and discussing in the meetings, getting feedback from them (the observers and learners) and incorporating their comments into my analysis. Learners were asked to evaluate the effectiveness of the training by writing a reflective report, to

see if, how and to what extent the approaches raise a learner's awareness of their improvement and confidence in speaking.

III. DATA COLLECTION

From my own observation in a research study of the English needs of clerical staff [8, 102] and my teaching experience, the greatest problem for Uzbek students in learning English is pronunciation, especially for Uzbek students who were brought up in Uzbekistan. The problem makes them feel shy and lessens their confidence to speak. Moreover, they do not understand what the speaker says to them. The responses they make are nodding and smiling. Many of the sounds used in the English language are foreign to them. Some English sounds are different from Uzbek and they are not familiar to Uzbek students. Therefore, they do not know how or what to do to produce these sounds. As a result, they had no confidence when communicating with foreigners for fear that the listeners will not understand what they were saying [8, 202].

Since pronunciation training is not included separately in the Uzbek school curriculum, I planned to draw attention to it by starting with teachers in Cycle One and students in Cycle Two. Students cannot get good knowledge and skills if teachers do not have them. I started Cycle One with teachers and in Cycle Two they worked with students. From this experience I expected to be able to evaluate the method of pronunciation training.

Segmental aspects (sounds)	Stage 1
	Time: 10 hrs.
Descriptions	<ul style="list-style-type: none">• The importance of pronunciation training
	<ul style="list-style-type: none">• Articulation of consonant sounds: place and manner
	<ul style="list-style-type: none">• How to use English-English

	Dictionary
Goals	<ul style="list-style-type: none"> • Awareness raising & Direct LLS
Expected Progressions	<ul style="list-style-type: none"> • Pronounce each sound symbol phonetically and correctly. • Familiarize with sound symbols.
Activities	<ul style="list-style-type: none"> • Look up words in a Dictionary and pronounce consonant sounds together/pair works. • Remember symbol game • Differentiate place/manner of articulations • Listen to tape of native speaker's sample sounds and practice • Reflective report • Group discussion

Participants were observed for the segmental and suprasegmentally aspects (sound, stress and intonation) which consisted of the review of sound and word stress including sentence stress, intonation (pitch, rhythm, linking, and pausing), and the sentence ending to communicate emotion, place and manner of articulation. It also created awareness of Direct LLS and persuaded participants to have confidence to speak, and read sentences phonetically and correctly.

1. **Questionnaire (Pre- and Post-)**
2. **Pronunciation Test (Pre- and Post-)**

In particular, to clearly see whether the words learnt in contexts are easily retrieved or not in speaking and writing.

A. **Questionnaire**

On the 4th of February there were printed 14 copies of the Questionnaire before the lesson started, and they were to be given on the lesson, as it was the most suitable time for the people involved in the research. Yet, on the lesson there were 14 students present.

There was no set time for the questionnaire as it was explained to be a survey to find out their needs in acquiring vocabulary and to abet this process. The researcher abridged some part of the questionnaire as it seemed to be long. The students found some of the questions abstruse, so it took them 10 minutes to answer the all questions. Their answers were not fostered and they submitted them as soon as they finished writing.

The second questionnaire was given after the post-test was conducted. The subjects were told to fill in the questionnaire carefully however, this time it took them less amount of time in comparison to previous time. The purpose of the post-questionnaire was to find out how they felt about new approach of learning words (contextual learning) and whether it was effective in their opinion, or not .

Table 4.1: Problem sounds pupils: Cycle One

Cycle 1		Pre-test (problem)	
Pupils	Category 1		Category 2
Category 3			

P1	/ɹ, th, zh, j/		a., b., e.
/p/			
P2	/th, j, zh, ɣ/		a., b., e.
/p/			
P3	/th, th, j, ɣ/		a., b., c., e.
/p/			
P4	All sounds		All sounds
/p/			
P5	/zh, j/		–
/p/			

Table 4.1 shows the data of sounds that pupils incorrectly pronounced from the pre-test records. Pupil 4 mispronounced sounds in all three categories and Pupil 5 did not have any problem with sounds in category 2. In category 2, Pupil 1 and Pupil 2 had problems with sub-categories a, b and e. They pronounced a. /n/ for /l/, b. unreleased /b/ for /f/, and e. /p/, /b/, /t/, /d/ and /k/ were pronounced unreleased instead of released. Pupil 3 had problems with sub-categories a, b, c and e. Pupil 3 pronounced a. /n/ for /l/, b. unreleased /b/ for /f/, c. unreleased /d/ for /s/, and e. /p/, /b/, /t/, /d/ and /k/ were pronounced unreleased instead of released. All Pupils could not pronounce /r/ sounds in category 3. The sounds in category 1 that most Pupils mispronounced were /j/, /th/ and /zh/.

V. Results and discussion

After the approach had been tried, the researcher collected the data she was to calculate and analyze in order to see the effectiveness of the approach.

We collected the questionnaires (pre- and post-) and the tests for good pronunciation (pre- and post-), the results of which were thoroughly

analyzed and discussed.

1. Pre-questionnaire

The results of the pre-questionnaires were supposed to give the information about the subjects' attitudes toward the vocabulary learning and vocabulary exams in general; moreover; their feelings on the word tests conducted while learning process. The pre- questionnaire consisted of 5 questions and their aims were as the following;

- 1) Whether the vocabulary quizzes are helpful or not
- 2) Whether they feel frustrated after the tests or not
- 3) Whether they use recently learnt words in their speaking or writing
- 4) Does it happen when they know the word in their native language but cannot use them?
- 5) Do they think that learning unfamiliar words by translating is the best technique or not

The questionnaire was composed in the form of the Likert scale- five statements with a scale of numbers for each statement from 1 to 5.

Table 2. The Pre-Questionnaire Results.

#	Name	Questionnaire mean	Number of Pronunciation Activities	How frustrated they feel after the test	The frequency of usage of recently learnt words	How easily learnt words are retrieved	Whether the best way of learning words is translation

							on or not
1	Nazira	4	3	4	3	5	5
2	Sabina	3	4	1	1	4	5
3	Gavhar	4	4	2	2	5	5
4	Sevara	4	5	3	2	5	5
5	Shahzod	4	3	4	4	5	4
6	Farkhod	3	3	3	2	4	3
7	Kamol	3.8	4	5	4	3	3
8	Anvar	3.4	1	3	3	5	5
9	Toliba	3.8	2	4	4	5	4
10	Shohrux	3.2	1	5	2	4	4
11	Sobir	4.2	5	4	2	5	5
12	Zarifa	3.6	4	3	2	5	4
13	Dilnoza	3.8	4	3	3	4	5
14	Nadejda	3.8	4	3	3	4	5

From the table it is clear that most of the students agreed on the essentiality of vocabulary quizzes, however they also confessed that they often feel frustrated after the exam worrying about how they did in the test. Unfortunately the results on the statement "...students use the words recently covered soon after a lesson" showed that they do not use the words covered recently in the lessons. That means that they did not use words

effectively, in particular they could not use them in speech even if they knew what the word means.

Moreover, 8 out of the 14 students strongly agreed that they it was a common situation when a learner knows a translation of a particular word but cannot explain or use it in English. This is very common situation when a learner knows an actual translation, but unfortunately knowing the translation is not enough to use the word correctly in the speech.

At last 11 students out of 14 marked that translation was the best way of acquiring vocabulary. When they were asked to write down any techniques that they use in learning a new word, 80% of them failed to answer by leaving a blank space; whereas, the other 20% wrote that they just translate them into L1.

The researcher made a conclusion that they were used to translate words only. Furthermore, they felt uneasy getting low scores; they indeed knew their performance was poor.

2. Post-Questionnaire

At the end of the research the students were given to fill in the questionnaires with the aim to see how their attitude towards learning new words changed. At the end of the questionnaire an open-ended essay question was given, the researcher asked about their opinion about contextual learning approach. The questionnaires were given after the Post-test without a time-limit for filling in it. The students felt stress-free. The subjects spent about 10 minutes to complete it. The results of the post-questionnaires are given below in Table # 3.

Table 3. The post-questionnaire results

#	Name	Questionnaire mean	The level of ease in recalling	The ability of Deducing words	Enjoyment of contextual learning	How easily words in the	How students could understand

			g	in the context		context are retrieved	d the words
1	Nazira	4.6	4	4	5	5	5
2	Sabina	4.8	5	4	5	5	5
3	Gavhar	4.4	4	4	5	4	5
4	Sevara	5	5	5	5	5	5
5	Shahzod	4.8	5	4	5	5	5
6	Farkhod	4.4	4	4	5	4	3
7	Kamol	4.8	4	5	5	5	3
8	Anvar	4.8	5	5	5	5	4
9	Toliba	4.2	5	4	4	4	4
10	Shohrux	3.8	3	4	4	4	4
11	Sobir	4.2	4	5	3	5	4
12	Zarifa	4.8	5	5	4	5	5
13	Dilnoza	4.4	5	4	5	4	4
14	Nadejda	4.4	5	4	5	4	4

From the table above it is clearly visible that their attitude towards learning new words changed in comparison to results of Pre-Questionnaires. Majority of the students think that it was easier to recall the words learnt after the trial of the research; moreover, they found deducing easy and they

indeed enjoyed it. The graph 1 below illustrates the difference between their attitudes towards their attitudes.

Some of the components of teaching spoken language were covered in the chapter as we looked closely at teaching listening comprehension: types of spoken language, idiosyncrasies of spoken language that make listening difficult, and listening microskills that are a factor of the oral code.

1 (2.1) Intonation
2 (2.5) Stress
3/4 (4.4) Vowel sounds
3/4 (4.4) Mouth articulation
5 (5.3) Phonetic transcription production
6/7 (5.6) Consonant sounds
6/7 (5.6) Phonetic transcription reading
8 (6.1) Connected speech

In question 2, the arithmetic mean has been calculated in order to quantitatively rank the importance assigned by students to the different pronunciation-related aspects, punctuation ranging from 1 point (minimum –less important) to 5 points (maximum –more important). Accordingly, the assigned importance is (from 1–more important– to 8 –less important–).

1 (4.66) Intonation
2 (4.5) Connected speech
3 (4.33) Vowel sounds
4 (4.31) Stress
5 (4.16) Consonant sounds
6 (3.66) Mouth articulation
7 (3.16) Phonetic transcription reading

8 (3) Phonetic transcription production

The findings on learners' improvement and teachers' involvement indicate that the study has shown advances overall in the following areas:

- The learner perception was that the training had improved their pronunciation and increased overall their self-confidence in speaking English.
- The positive attitude of the learner (Affective LLS) reflects the beneficial effects of the pronunciation improvement.
- Most importantly learners were able to experience the learning context, and begin to appreciate the meaning of helping each other. Other valuable insights were gained; they learned the value of planning and evaluating (metacognitive strategies), self-motivating (affective LLS), practising and accepting responsibility, working with others (social strategies) and how the strategies support themselves in learning. Data indicated that 50% of English Language Learners receiving small group reading comprehension and decoding instruction in the Learning Center model showed improvement as measured by student percentages on the post MAPs assessment in February 2018. Data also indicated that 50% of students who received small group instruction since the beginning of the school year (September 2017) received higher scores on the February 2018 MAPs assessment.

Lastly, 62% of male students and 47% of female students received higher scores on their February 2018 MAPs assessment after receiving small group reading comprehension instruction. The findings in this study were similar to the findings of the literature review. The study showed the importance of having books that were culturally diverse, high interest, appealing to boys and girls, aligned with curriculum across the grades, and

equally representative of fiction and non-fiction. The results showed that students in the intervention program showed growth on their statewide reading assessments

Analysis of Pre Test and Post Test Performance Levels The literature suggested that direct small group instruction in grammar that is based on students' interests improves students' reading skills. Approximately 50% of the students in this study, which received small group reading decoding and comprehension instruction in this study, were that the study was only given at one school. This study only used one Learning Center Model and had a limited sample of students involved. The study also included students that had previously had been assessed for special education services but did not qualify based on IQs. These students have IQs in the 80s and do not qualify for Special Education services because they are working at their potential. Students that qualify for Special Education services show a discrepancy between their IQ and their education performance levels. This might explain why some of the students' scores did not improve because they are working at their potential. Lastly, the pre and posttest assessments are different because MAPs progresses throughout the year. The pretest is assessing the student's knowledge of the previous grade and then progresses based on what the students should learn by the time of the next assessment period.

<i>QUESTIONNAIRE 3 – WORK NEEDED, PERCEIVED RELEVANCE AND IMPROVEMENT SUGGESTIONS</i>
AGE _____ 15 _____ GENDER ___ Male _____
<i>IMPROVEMENT SUGGESTIONS</i>
1. What are the specific aspects you specially need to work on? (Order them from 1 (more work needed) to 8 (less work needed))

<u>more work needed</u> Consonant sounds
<u>less work needed</u> Vowel sounds
<u>more work needed</u> Connected speech
<u>more work needed</u> Phonetic transcription production
<u>more work needed</u> Phonetic transcription reading
<u>less work needed</u> Mouth articulation
<u>more work needed</u> Stress
<u>more work needed</u> Intonation
2. How important do you consider the following pronunciation-related aspects to be? (From 1= not at all to 5= a lot)
<input type="checkbox"/> a lot <input type="checkbox"/> Consonant sounds
<input type="checkbox"/> a lot <input type="checkbox"/> Vowel sounds
<input type="checkbox"/> a lot <input type="checkbox"/> Connected speech
<input type="checkbox"/> not at all <input type="checkbox"/> Phonetic transcription production
<input type="checkbox"/> not at all <input type="checkbox"/> Phonetic transcription reading
<input type="checkbox"/> not at all <input type="checkbox"/> Mouth articulation
<input type="checkbox"/> a lot <input type="checkbox"/> Stress
<input type="checkbox"/> a lot <input type="checkbox"/> Intonation
3. How would you improve classroom activities?
4. How would you improve students' participation?
5. How would you improve teacher's methodology?
6. How would you improve materials?
7. How would you particularly improve your classmates' pronunciation skills?

V. Final reflections

Our goal as teachers of English pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, we want learners to surpass that threshold beneath which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication: intonation features that go beyond basic patterns, voice quality, phonetic distinctions between registers, and other refinements that are far more important in the overall stream of clear communication than rolling the English /r/ or getting a vowel to perfectly imitate a "native speaker."

Teachers should be able to recognize which errors is mother tongue interference, which errors come from false analogy, bad learning, and poor learning and so on. Talking about different techniques of error correction, one of the things that Krashen keeps on saying is that if you give your students comprehensible input, if you give them language which is understandable at a little bit above their level, they will be motivated to listen to it, to read it and to learn from it. Errors go away when the student is ready to get rid of them, and not when the teacher wants them to go away, sadly for us. CLT believes in identifying, as clearly as possible, the needs of learners and using them to design teaching materials. *Learner-centredness* then is the guiding principle of the communicative Approach to the teaching of English. As Roger Bowers (1980) remarked: *'If we accept that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.* 'The 'communicative'

classroom also promotes techniques *that encourage student participation in natural environments*. It is, therefore, *not* a teacher-dominated classroom but one in which there is great deal of group work, pair work, role play and simulation. In a 'communicative' classroom, the teacher cannot really predict what language is to be used by the learners because they will be engaged in 'natural' language activity—whether reading, listening, conversing or writing. Errors are tolerated as a natural part of the process of language acquisition. This is the cardinal principle of CLT. Fluency, rather than mere grammatical accuracy, would be the main concern of a communicatively oriented teacher. Such a teacher realizes that learners cannot help but make grammatical mistakes when engaged in a fluency activity like a group discussion. The teacher will therefore resist the temptation to correct a student's grammar or pronunciation when they are in the thick of a conversation with their classmates, as interrupting learners to correct their grammar when they are trying to communicate will only make them unwilling to try to communicate. Remember what the great Jespersen (Jens) Otto (Harry) (1860-1943), Danish philologist, grammarian, and educationist. He promoted the use of the 'direct method' in language teaching with the publication of his theoretical work *How to Teach a Foreign Language*.

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APPENDICES

1. Lesson plan

Date: 21.02.18

Class: 1^{”g”}

Theme: Wild animals

Pupils: 16

Aim of the lesson: to improve pronunciation

Teacher: Sanaqulova Zuxra Diyor qizi

Teaching tools: blackboard, handouts, pictures, poster, laptop.

No	Stages	Teachers	Pupils	Time	Blackboard
1	Organization al moment	Good morning dear children. How are you? Who is on duty today? Ok, what is the date today? Who is absent today? Everybody here yeah?	Good morning dear teacher. We are fine! Today I am on duty. Today the 21 th of February. Yes Yes	3 min	The 21 th of February
2	Warming up	Now we will play chain drill. Are you ready? Let's begin!	Ok Ok Ok	7 min	
3	Checking hometask	What was last lesson. Who can tell me about it. ok, Xumoyun begin	Domestic animals Domestic animals Domestic animals	6 min	Poster
4	Explaining new material	Dear children, our theme is about wild animals. Do	Yes Yes	10 min	Theme: Wild

		<p>you like wild animals;</p> <p>Tiger</p> <p>Bear</p> <p>Fox</p> <p>Wolf</p> <p>Let's begin!</p>	Yes		<p>animals;</p> <p>Poster</p> <p>Cards</p> <p>Laptop</p> <p>Activities</p>
5	Practice of new material	<p>Well, dear children we will talk about new theme then you should speak about wild animals. Now we will learn. Let's begin! What is it? Ok, it is correct. What is it? What is it?</p>	<p>It is bear.</p> <p>It is wolf.</p> <p>It is fox.</p>	3 min	Pictures
6	Extra-class activities	<p>Dear children. Now we tell one wild animals then you should draw the pictures. I will show you some animals who can finish painting, the pupil is Viner. I have surprise for you. Let's begin!</p>	<p>Yes.</p> <p>Yes</p> <p>Yes</p>	4 min	<p>Bear</p> <p>Fox</p> <p>Wolf</p>
7	Extra-class activities	<p>Ok, I have also listening task. This is about wild animals. We learn this song. Are you ready?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	8 min	Laptop

		Everybody stand up and we repeat this song.			
8	Evaluation	Ok, well done! I will put your marks for you who participated in the actions and doing tasks actively.	Thank you Thank you Thank you	3 min	Red pen
9	Giving a home task	I will give you from 9 Unit in the kid's English. You should learn by heart new word.	Ok. Ok Ok	1 min	Complete unit 9 on the page 60 of your book.
10	End of the lesson	Thank you for attention. Good bye dear children see you soon!	Good bye dear teacher!		

2. Lesson plan

Date: 15.03.18

Class: 1^g

Theme: Vegetables

Pupils: 16

Aim of the lesson: to improve pronunciation

To enrich vocabulary

Teacher: Sanaqulova Zuxra Diyor qizi

Teaching tools: blackboard, handouts, pictures, poster, laptop.

№	Stages	Teachers	Pupils	Time	Blackboard
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1	Organizational moment	Good morning dear children. How are you? Who is on duty today? Ok, what is the date today? Who is absent today? Is it sunny or not?	Good morning dear teacher. We are fine! Today I am on duty. Today the 15 th of march. Everybody here! It is sunny.	3 min	The 15 th of March. (Thursday).
2	Warming up	Ok, dear children. There are following pictures of animals. You should sort them in order to their types. ok, Aziza go to the blackboard. Are you ready?	Ok Ok Ok	7 min	Pictures
3	Checking homework	What was the homework for today. Ok, I will check your homework are you ready?	Yes Yes Yes	6 min	Poster
4	Explaining new material	Dear children, our theme is about vegetables. Do you like vegetables; now we learn how to name vegetables in English. Let's begin our theme. Carrot Potato	Carrot Onion Potato	10 min	Theme: Vegetables; laptop Cards Poster Pictures

		Onion Now we repeat.			
5	Practice of new material	Well, dear children we will talk about new theme then you should speak about vegetables. Dear children what is it? Is it long or short? What color is it?	Ok, it is carrot. It is long. It is yellow.	3 min	Toys of vegetables
6	Extra-class activities	Now dear children. Every child should have a look through the pictures and close their eyes, then I will take one picture. When you open your eyes you should find which picture is here. are you ready dear children?	Yes Yes Yes	4 min	Onion Carrot Potato Tomato
7	Extra-class activities	Ok, I have listening task. Dear children first fall we lesson to song then sing song together. Do you want sing song together?	Yes, we want We want We want	8 min	Vegetables song
8	Evaluation	Ok, well done! I will put your marks for you who participated in the actions and doing tasks actively. I	Thank you!	3 min	Mark with apples

		will give mark with apples.			
9	Giving a home task	Now we give you from Unit 12 in the kid's English. Your Hometask is drawing pictures of vegetables.	Ok Ok Ok	1 min	Complete unit 11 on the page 70 of your book.
10	End of the lesson	Thank you for attention. Good bye dear children see you soon!	Good bye dear teacher!		

3. Lesson plan

Date: 14.03.18

Class: 1stg

Theme: Fruits

Pupils: 16

Aim of the lesson: to develop pupils vocabulary skills

Teacher: Sanaqulova Zuxra Diyor qizi

Teaching tools: blackboard, handouts, pictures, poster, laptop.

№	Stages	Teachers	Pupils	Time	Blackboard
1	Organizational moment	Good morning dear children. How are you? Who is on duty today? Ok, what is the date	Good morning dear teacher. We are fine! Today I am on duty.	3 min	The 14 th of March. (Wednesday).

		today? Who is absent today? Shermatov Jo'rabek absent yeah?	Today the 14 th of march. Shermatov Jo'rabek absent yes.		
2	Warming up	Now we learn new words. Go to the blackboard everybody. Then I tell you and you repeat ok understandable for you? Let's play!	Yes Yes Yes	7 min	cards
3	Checking hometask	ok, dear children. I ask you your hometask then you should answer my question. What was the hometask for today? Are you ready?	It is a carrot, It is carrot, It is carrot,	6 min	Pictures
4	Explaining new material	Dear children, our theme is about fruits. Do you like fruits; now we learn fruits. Let's begin our lesson. Apple, grapes, banana, pear. Now we will repeat together.	Yes, I like Apple Grapes, Banana, Pear.	10	Theme: Fruits: Poster Pictures Computer

5	Practice of new material	Well, dear children we will talk about new theme then you should speak about vegetables. Now we will play new game. Will we play? You know through the picture. I will distribute some pictures then you should paint them you should pair work. Let's play!	Yes Yes Yes	3 min	Market of the fruit
6	Extra-class activities	Now dear children. Every child should have a look through the pictures and close their eyes, then I will take one picture. When you open your eyes you should find which picture is here. Are you ready dear children? Let's begin!	Ok Ok Ok Ok	4 min	Pictures
7	Extra-class activities	Ok, I have also listening task. We will listen. This song about fruit. We learn this song. Let's play!	Ok Ok Ok Ok	8 min	Computer
8	Evaluation	Ok, well done! I will put your marks for you who	Thank you. Thank you	3 min	Cards

		participated in the actions and doing tasks actively.	Thank you		
9	Giving a home task	Now I will give you from 12 Unit in the kid's English then you should draw the pictures. Understandable for you.	Yes Yes Yes	1 min	Complete unit 12 on the page 80 of your book.
10	End of the lesson	Thank you for attention. Good bye dear children see you soon!	Good bye dear teacher!		

Entry 1 Working on lesson materials for Listening and Speaking

Course title: Listening and Speaking

Topic: In-born talented people

Level: Pre – intermediate

Aim: to brainstorm students' background knowledge to let students practice listening for specific information

Total time: 80 minutes

Materials: Handouts 1 -3, Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS www.cambridge.org

Developed by: Sanakulova Zukhra Diyor Qizi

Lead-in

Objective:

- To make a lively atmosphere in the class and to introduce the new topic to the class in an interesting way and to brainstorm students background knowledge

Time: 10 min

Materials: Handout 1 Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS

www.cambridge.org

► **Procedure:**

► Lead in: to brainstorm students' background knowledge

Time: 10 min

Procedure:

► ☺(10 min)

- Ask Ss to explain the meaning of expression “in-born talented people”. (In-born talented means that people are born with certain talents, for instance for sport or music, and others are not). Students try to give opinion about it. Then ask Ss to say the names of famous “in-born talented people”. For instance: Mozart Amadeus....
- Encourage Ss to work in pairs and find what they were talented.
- Explain Ss that they will hear a woman giving a talk on the famous composer, Mozart. Before Ss listen they will match the words (1-10) with the correct meanings (a-j).
- Checks the task.
- Ask Ss to explain the meaning of expression “in-born talented people”. (In-born talented means that people are born with certain talents, for instance for sport or music, and others are not). Students try to give opinions.
- Tell Ss to say the names of famous “in-born talented people”. For instance: Mozart Amadeus...

Activity 1

Time: 10 min

Materials: Handout 2, Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS

www.cambridge.org

. ► **Procedure:**

► 😊 (10 min) Encourage Ss to work in pairs and find what they were well talented.

Explain Ss that they will hear a woman giving a talk on the famous composer, Mozart. Before Ss listen they will match the words (1-10) with the correct meanings (a-j).

Check the task.

Suggested answers:

2 a 3f 4c 5h 6b 7g 8j 9e 10i

Activity2

Time:20 min

Materials: Handout 3, Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS

www.cambridge.org

Procedure:

► 😊 (20 min) Explain to Ss that they will hear a woman giving a talk on the famous composer Mozart T distributes each Ss a copy of notes sheet and tells them to read the information then Ss listen monologue and they must complete the notes.

► 🎧 When Ss ready play Recording.

Ask Ss to compare their answers with their partners. After

comparing checking the answer.

Suggested answer:
<i>1. January 27, 1756</i>
<i>27 January 1756</i>
<i>2. one/1</i>
<i>3. (a) composer</i>
<i>4. six/6</i>
<i>5. the violin</i>

Tell Ss that they are going to listen a woman's talk. Distribute work sheets and gives time for looking through filling gap task.

 When Ss ready T plays recording.

Put Ss into pairs to compare their answers and then play recording again.

After finishing check the answers.

Answer key:

Suggested answers;

1. was born; had already died

2. was; had also been

3. mastered; had copied

4. was; had written

5. hurried; spread

6. were; had ever

Activity2

Time: 20 min

Procedure:

➤ ☺ (30 min) Explain to Ss that they will hear a woman giving a talk on the famous composer Mozart Dictate words of Key language and ask Ss to write them down. When Ss finish, tells instructor them to check their spelling. Choose one of the Ss to write his list on the board. T encourages other Ss to call out any necessary correction.

Ss to look up new words dictated above in order to check spelling in their dictionary.

Key words:

Intelligence, linguistic, intrapersonal, interpersonal, visual-spatial, bodily-kinaesthetic, musical, discussions, strength, communication.

- Write on the board “*I think I am good at ...because...*” on the board.
- Ask Ss to think how they would describe their intelligence to a stranger.
- Give an example by describing what she is good at to the class. For example: *I think I am good at communicating well with others both verbally and non-verbally., because I have the ability to see things from other people’s points of view, understanding how others feel, think.*
- Divide Ss into groups and speak about their own intelligence type to each other explaining it by giving examples. Ss work in small groups and tell about their intelligence. They try to find similarities and differences about it. Then each group tries to find similarity and differences among all group mates.
- Put Ss into groups and tell them to think of a person e.g. husband, wife, boyfriend, boss, employee, teacher, president. T tells Ss to write a paragraph describing what characteristics this person should ideally have.

Summary

- Summarize the lesson by asking main points of it and give homework.
- Tell students that as h/w can choose one recording of the given (on the board) topic and listen it.
- By listening they should get the main idea and of course they should work on their listening comprehension.

Listening and speaking

People and personalities

Activity 1, Handout1

You will hear a woman giving a talk on the famous composer, Mozart. If you listen match the words (1-10) with the correct meanings (a-j).

- | | |
|---------------------------------|---|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

Listening and speaking
People and personalities
Activity 2, Handout 2

 **4** Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

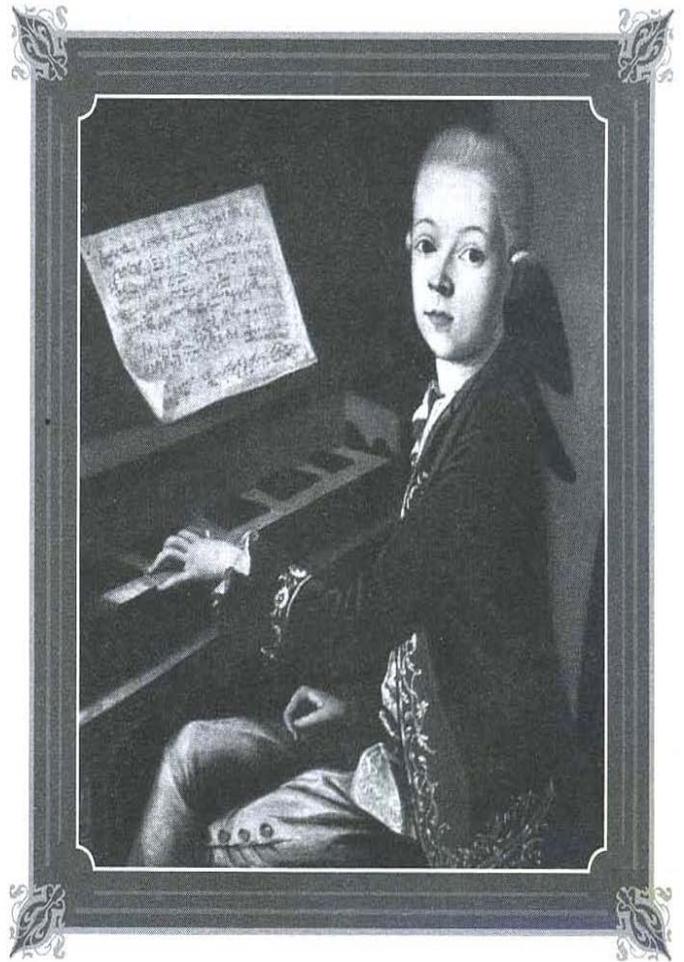
3

Wrote first composition before the age of:

4

Taught self to play:

5



Listening and speaking

People and personalities

Activity 3, Handout 3

4 ◀◀ Listen to the text again and fill in the gaps.

- 1 However, when Mozart five of his siblings in infancy or early childhood.
- 2 Mozart's father, Leopold, a composer, and his grandfather a musician.
- 3 In just 30 minutes Mozart the piece of music, which his father into Nannerl's notebook.
- 4 By the time he six, the little boy a composition of his own.
- 5 They to Vienna and sensational reports of Mozart's talent.
- 6 His family richer than they before.

For each sentence underline which event happened first.

Audioscript

Good morning and welcome to today's talk on famous composers. Today we're going to look at the remarkable career of Wolfgang Amadeus Mozart. Mozart was born in Salzburg on January 27, 1756, the last of seven children. However, when Mozart was born, five of his siblings had already died in infancy or early childhood. His only surviving sibling was his sister, Nannerl, who was five years older. Mozart's father, Leopold, was a composer and his grandfather had also been a musician. Times were hard and the family had been struggling for some time.

When she was eight, Nannerl began keyboard lessons with her father. Mozart's sister was extremely gifted at the keyboard and she had been making excellent progress when her brother, then aged three, demanded to be taught as well. In just 30 minutes Mozart mastered the piece of music, which his father had copied into Nannerl's notebook. Wolfgang's achievement was followed in rapid succession by others. By the time he was six, the little boy had written a composition of his own into the notebook. And by age seven, he had taught himself how to play the violin without ever having received a lesson.

When Leopold Mozart saw how extraordinary his son was, he decided not to waste Wolfgang's precocious talents and took him on a tour across Europe with his sister. At Linz, Wolfgang gave his first public concert. Among the audience were some important statesmen who were astonished and hurried on to Vienna to spread sensational reports of what they had seen. By the time he was 17, Mozart's reputation had already begun to spread through Europe and his family were richer than they had ever been before.

Questionnaire for pre-test self-assessment and analysis

Questions

1. Which consonants do you have difficulty with?

.....
...
.....
...
.....
...

2. Do you omit some sounds you shouldn't or add sounds that don't belong?

What are those sounds and words?

.....
...
.....
...
.....
...

3. Do you pronounce all -s and -ed endings?

What are those sounds and words?

.....
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.....
...
.....
...

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4. Do you pronounce consonants at the ends of words or do you omit some?

What are those sounds and words?

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...
.....
...
.....
...

5. Can you pronounce some sounds perfectly in one position in a syllable but

not in another? What are those sounds and words?

.....
...
.....
...

Guideline for reflective report

The following questions are the guidelines to reflect your feelings and progress in the training. Please complete a record of your experiences daily. It is not necessary to answer all questions at a time. Choose the ones that match you and/or add more on what are not stated here.

- What have you learned from the training today/this week?
- Identify your personal feelings and frame of mind concerning the training
- Which part did you find most useful?

- Do you have any problems with the training?
- What learning strategies you used to overcome the problems? Which stage?
- What is your plan to do to overcome your problems?
- Did you feel your pronunciation has been improved? What?
- How is the training helping your pronunciation improvement?
- How much impact has the training had on your improvement?
- Which stage of the training do you find difficult?
- Do feel more improved? Which stage?
- How do you feel about the training?
- How can we improve the training programme?
- What would you like to change for the programme?
- What would you like to do more of?
- The benefits you get from the training programme.
- How confident do you feel in using what you learned?

QUESTIONNAIRE 3 – WORK NEEDED, PERCEIVED RELEVANCE AND IMPROVEMENT SUGGESTIONS

AGE _____ **GENDER** _____

IMPROVEMENT SUGGESTIONS

1. What are the specific aspects you specially need to work on? (Order them from 1 (more work needed) to 8 (less work needed)

_____ Consonant sounds

- _____ Vowel sounds
- _____ Connected speech
- _____ Phonetic transcription production
- _____ Phonetic transcription reading
- _____ Mouth articulation
- _____ Stress
- _____ Intonation

2. How important do you consider the following pronunciation-related aspects to be? (From 1= not at all to 5= a lot)

- _____ Consonant sounds
- _____ Vowel sounds
- _____ Connected speech
- _____ Phonetic transcription production
- _____ Phonetic transcription reading
- _____ Mouth articulation
- _____ Stress
- _____ Intonation

3. How would you improve classroom activities?

4. How would you improve students' participation?

5. How would you improve teacher's methodology?

6. How would you improve materials?

7. How would you particularly improve your classmates' pronunciation skills?