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INGLIZ TILI YO'NALISHI

III-kurs 307 guruh talabasi Halilova Shoxistaning

"Metodika" fanidan yozgan

REFERATI

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307 gurux talabasi
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"Metodika" fanidan
tayyorlagan referatiga

TAQRIZ

Hozirgi kunda o'sib kelayotgan yosh avlodning har tomonlama mukammal zamon talablariga to'liq javob beradigan barkamol bo'lib etishishlari uchun hukumatimiz tomonidan turli buyruq va ko'rsatmalar va dasturlar ishlab chiqilmoqda. Bularni biz ustozlar qo'llagan holda ana shu ezgu maqsadga erishish yo'lida mavjud barcha imkoniyatlarimiz va kuch quvvatimizni safarbar etishni ko'zlaymiz; talabalarni ma'nan sog'lom va zamonaviy intellectual bilimlarga ega bo'lishiga hamda zamon talablariga mos barkamol avlodni voyaga yetkazishdek mas'uliyatni o'z oldimizga maqsad qilib qo'yganmiz. Talaba   Halilova Shoxistani**"language teaching methods"mavzuidagi referatida** o'zining fiklarini teran, aniq va tushunarli tarzda bayon etishi talabaning o'quv jarayonida o'zlashtirgan bilim ko'nikma va malakalarini qo'llay olishi yuqoridagi maqsadlarga yaqqol misol bo'ladi desak mobolag'a bo'lmaydi.

 Referat ishi kirish, asosiy qism, foydalangan adabiyotlar royxatidan iborat. Har bir qismda esa til o'rgatish metodlari haqida   olimlarning fikrlari misollar bilan keltirilganlangan.Ushbu referat talabalarga ingliz tilini   turli xil metodlarda o'rganish, gapira olish, tinglab tushunish yordam beradi.

Xulosa o'rnida shuni aytish kerakki, bu referatdan ingliz tili yo'nalishiida

Ta'lim olayotgan talabalar " Metodika" fani darslarida qo'shimcha manba sifatida foydalanish mumkin.

     Taqrizchi: p.f.n.S.Misirov

Namangan Davlat Universiteti
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TAQRIZ

Mamlakatimizda Ta'lim to'g'risidagi Qonunni bajarilishi yuzasidan salmoqli ishlar olib borilmoqda. Jumladan, Oliy Ta'lim muassasalarida ta'lim sifatini yaxshilash, o'quv jarayonini zamonaviy va innoivasion texnologiyalar bilan to'ldirish zamon talabi bo'lib qolmoqda. Hozirgi vaqtda oily ta'lim muassasalarida ochiq darslar tashkil etish to'grisidagi Oliy Ta'lim Vazirligining qarori ta'lim sifatiga e'tiborni yuksakligidan dalolat beradi. Bu jarayon fanlarni usluban va mazmunan boyitish uchun salmoqli hissa qo'shadi.

Ingliz tili yo'nalishi 307-guruh talabasi Halilova Shoxista tomonidan o'tkazilgan "Metodika" fani bo'yicha "Language teaching methods" mavzusidagi referati o'zining ilmiyligi, qiziqarliligi va mavzuning dolzarbligi bilan ajralib turadi. Mavzuni muammoli masalalar bilan boyitish, dars jarayonida ta'limning ilg'or pedagogik texnologiyalardan, interfaol usullaridan keng foydalanishga katta ahamiyat berilgan.

Ushbu referat juda yaxshi yozilgan. U ko'gazmali qurol sifatida foydalanilgan texnik vositalar, kartochkalar, grammatik jadvallar, tarqatma materiallar darsni qiziqarli o'tishiga yordam berdi. Talaba dars davomida guruhni kichik guruhlarga bo'lib olib dars o'tishi hozirgi kunda barcha o'qituvchilarimiz foydalanishi zarur bo'lgan metodlardandir. Dars rejasi qat'iy bayonda va boshqa fanlar bilan aloqa qilgan holda tuzilgan. Talabaning nutq madaniyati, fikrni aniq ifodalay olishi, dars davomida o'zini tutishi a'lo darajada.

Lekin talaba dars jarayonini tashkillashda ayrim kamchiliklarga yo'l qo'ygan, ularni bartaraf etishda o'qituvchidan yanada ko'p tajriba talab qilinadi. Men ushbu darsni uslubiy jihatdan ijobiy baholayman.

Taqrizchi: **NamMPI   f.f.n.dots.M.Sobirov**

LANGUAGE TEACHING METHODS

Plan

LANGUAGE TEACHING METHODS— A HISTORICAL PERSPECTIVE

Europe and Asia have had a long tradition of teaching and learning foreign languages. Memorization of vocabulary and translation of sentences often formed the major part of such learning processes in the past. Ancient languages such as Sanskrit and Pali were mastered in Asia through the process of memorization of texts and vocabulary lists. Learning vocabulary lists indeed formed the core of language learning.

The progress of Reformation in Europe brought within its wake change in methods of learning foreign and classical languages. While writing paradigms for individual verbs continued to be emphasized, teachers began to focus more on oral aspects of language. Until then learning a language was synonymous with learning the written language.

Two scholars during the progress of Reformation stood out as distinguished contributors for the change of language teaching methods: **Erasmus** and **Comenius**.

Erasmus, a contemporary of Martin Luther, in the fifteenth and sixteenth centuries, argued that speaking the foreign language should begin early in one's attempt in learning it. Good and understandable oral communication, he said, was the important thing to master. Next in importance was reading, and, then, writing came at last.

Erasmus wanted that we learn the language through exposure to interesting and practical conversations and stories accompanied by visuals such as picture. Note that this is still one of the cornerstones of current thinking on teaching foreign/second language. In addition, Erasmus suggested several rhetorical exercises which focused on "transforming verse into prose, imitating the style of a prominent writer, translating, or recasting propositions in various forms."

Currently these types of exercises are not favored in teaching and learning languages. These are good exercises, no doubt, but are more useful in teaching literature, or more appropriately, teaching writing of literary pieces. Presently we do make a distinction between learning language and literature. We may learn a language in order to study the literature written in it. But learning a language need not be necessarily done through studying its literature.

Martin Luther was opposed to excessive drill on rules for producing sentences. Instead of memorizing rules for the production of sentences, he asked for the actual production of sentences themselves as appropriate practice to learn a language. William Bath (1565-1614) focused on teaching vocabulary through contextualized presentation, which would be further elaborated later on by Comenius.

The contribution ofComenius to modern secular education is enormous. His thoughts on methods of teaching languages had influenced generations of European teachers. He wanted a graded presentation of sentence structures. He insisted that grammar should be taught through an inductive approach, by giving many examples of the same sentence type, so that the students would understand and master the structures. He insisted that the understanding of the content, and mastery of linguistic forms must proceed on parallel lines. In other words, he recommended that we do not introduce a content topic, if, for the understanding and expression of which, the students do not yet have some parallel linguistic mastery in the language they are learning.

Comenius recommended that new words be introduced to the students with the visuals of objects or phenomena they represented. He asserted that "words should not be learned apart from the objects to which they refer. Comenius held that the subject matter of lessons should have appeal to students, that modern languages should have priority over classical languages, that language should be learned by practice rather than by rules (though rules were seen as complementing

practice), and that the subject matter of initial exercises should already be familiar to students (O'Grady, et al. 1993)." In subsequent centuries several methods came to be used.

LANGUAGE TEACHING METHODS

Grammar-Translation. "This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. Consequently, the role of L1 (that is, mother tongue or native language) is quite prominent" (O'Grady, et al. 1993).

The Natural Method. "Since children learn naturally to speak before they read, oracy (should) precede literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class . . . Like the child in his home, the student was to be immersed in language and allowed to formulate his own generalizations . . . it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language . . . A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases . . . The mother tongue is strictly banished" (Bowen et al. 1985:21; part of this cited text contains a quotation from the Report of the Committee of the Twelve, 1890).

The Phonetic Method. This method emphasized "oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms for use in-country; cultural

information was also provided. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. Graded reading would come later." This method demanded "heavy requirements for linguistic expertise on the part of the teachers."

The Direct Method. "Adult L2 learners can learn a second language in essentially the same manner as a child. Therefore, if possible, the teacher should try to create a natural learning environment within the classroom. Instead of explicit grammar instruction, the major emphasis is on communicating. Classes are carried out totally in the second language with absolutely no reliance on the first language or on any form of translation. The expectation is that through question and answer dialogues, the second language will gradually be acquired. Problems have arisen with such an approach because adults do not in fact learn exactly like children, and they express the need for explicit instruction in grammar and other aspects of the second language" (O'Grady et al. 1993).

Teaching of receptive skills (listening and reading) rather than teaching of productive skills (speaking and writing) was encouraged as the first step. Contrastive analysis of the native language of the learner with the target language was done. Teachers were required to have a good knowledge of the phonetics of the language they teach, but they would use it to teach pronunciation and not phonetics. This method was indeed an extension of the Natural Method, with greater emphasis on and sophistication of knowledge of linguistics.

The Audio-lingual Method. The audio-lingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to L1 are not permitted. Underlying this

approach, however, is the notion that "L2 learning should be regarded as a mechanistic process of habit formation . . . Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits."

"Just as the Direct Method was an extension of the Natural Method, so Audiolingualism had its theoretical roots in the Direct Method." The Audiolingual method used exhaustively the linguistic structures identified in the descriptive analysis of the target language. It resulted in carefully prepared materials. It was skill oriented, with a practical emphasis on oracy. "It provided contextualized language practice in true-to-life situations including dialogue. It provided a wide variety of activities to help maintain interest, and it made extensive use of visuals. It arranged for abundant practice, although "the grammar-based Audiolingual approach moved cautiously from supposedly simple to more and more linguistically complex features, often without adequate consideration for what might be needed in everyday situations."

Some of the things which led to the spread and success of this method in this century include: Greater allotment of time, smaller classes, greater emphasis on oral-aural practice which led to automatic production of sentences repeated or in the internalization of sentence structures through repetition and inductive generalization, the structural description and gradation of sentence and other linguistic utterances presented to the students for drill, contrastive analysis between the structures of the native and target languages, and careful preparation and presentation of learning materials based on all these.

Communicative Language Teaching. This approach argues that "merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of

communication. 'Hey, buddy, you fix my car!' is grammatically correct but not as effective in most social contexts as 'Excuse me, sir, I was wondering whether I could have my car fixed today . . . (Communicative competence) includes having a grammatical knowledge of the system, . . . knowledge of the appropriateness of language use . . . (such as) sociocultural knowledge, paralinguistic (facial and gestural) and proxemic (spatial) knowledge, and sensitivity to the level of language use in certain situations and relationships . . ." (O'Grady et al.1993).

Total Physical Response Approach. "It takes into consideration the silent period deemed necessary for some L2 learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts" (O'Grady, et al. 1993).

Immersion Programs. "Students are instructed in most of their courses and school activities in the second language. Instruction is usually begun in the second language and eventually incorporates the native language. The main objective of any immersion program is that all students acquire a high level of proficiency in oral, listening, and literacy skills . . . Fundamental to an immersion program is the belief that normal children have the inherent capacity to learn a second language without jeopardizing their native language expertise. Total immersion involves the instruction of all subjects in the second language, including physical education and extracurricular activities . . . Partial immersion involves instruction in the second language for half the school day and in the native language for the other half" (O'Grady et al. 1993).

Immersion programs have been greatly used in several missionary training programs, and in field studies done in north-eastern India, and the Andaman and Nicobar islands by the students of linguistics.

USING THE BLACKBOARD IN CLASSROOM

The blackboard continues to be a very important teaching aid throughout the world. In the Third World countries, it is the cheapest visual aid, which is easily available in every classroom. Chalk and Talk continues to be a very effective method of teaching. The blackboard offers a variety of functions to the teachers of TESOL.

You may use it to write the sentences, words and phrases you wish to teach. You may use it to test what the students have learned. You may use it to illustrate the meaning of words, phrases and sentences. You can invite your students to come forward and write what they have learned. So, it is important that you train yourself to use the blackboard effectively in your class.

1. Some teachers hide the board. And if the teacher has her back to the class she cannot control what the students are doing.
2. You need to keep eye contact with the class as you write. You should allow the class to see what you write.
3. You should keep the students' attention by saying the words as you write them.
4. Write clearly. The writing should be large enough to read from the back of the class.
5. Write in straight lines. This is easy if you only write across a section of the board, not across the whole board.
6. Talk as you write.
7. The blackboard should not be too crowded.
8. Choose only those items that need special and focused attention to write on the blackboard.

9. Write the key vocabulary down the side of the board, with similar items close together.

10. An important use of the blackboard is to show clearly how the structures are formed, and to show the differences between structures: **He played football: Did he play football?**

11. Use the blackboard to discuss how the students could make the structures. This could be done by underlining the important features.

12. You could use different colored chalk (red, and green stand out most clearly).

13. You could draw arrows or write numbers to show the change in word order.

14. You can ask different students to come to the front in turn and present each set of examples on the blackboard.

15. Many teachers use the blackboard only for writing. But simple pictures drawn on the blackboard can help to increase the interest of a lesson, and are often a good way of showing meaning and conveying situations to the class.

16. Blackboard drawings should be as simple as possible, showing only the most important details. Very simple line drawings and stick figures, which are easy to draw.

17. It is important to draw quickly, so as to keep the interest of the class. Talk as you draw.

18. Simple blackboard drawings: **Faces**. Heads should be large enough to be seen from the back of the class. Show how you can indicate expression, especially by changing the shape of the mouth.

19. Show other expressions, for example, surprise by raised eyebrows, anger by a frown.

20. Show which way the speaker is facing by changing the nose. This is is useful if you want to show two people having a conversation.

21. Show sex or age by drawing hair.

22. Stick figures Show/draw basic male and female stick figures. The body should be about twice as long as the head; the arms are the same length as the body; the legs are slightly longer.

23. Indicate actions by bending the legs and arms.

24. **Places**. Show buildings, towns, and directions by a combination of pictures and words.

25. **Vehicles**. Draw vehicles and indicate movement.

26. Use blackboard drawings to build up a complete situation. This might be done to introduce a topic and new vocabulary, or as a preparation for reading a text or dialogue. Draw a school, then draw a boy running, then rub out the boy, and draw him again by the school, then draw another diagram with the boy and the teacher.

27. A series or sequence of pictures would tell the story better. Use the pictures as cues to students to tell the story.

USING VISUALS

As a teacher of TESOL, you should familiarize yourself with a range of simple visual aids which would help you to teach the structures and words smoothly. You should develop some skills to prepare your own visual aids. You should know how to use the visual aids effectively. Doff (1988:81-92) presents some interesting information on the use of visual aids in TESOL classroom:

Visual aids include pictures, objects, and things for the students to look at and talk about. Visual aids are important because showing visuals focuses attention on meaning, and helps to make the language in the class more real and alive; having something to look at keeps the students' attention, and makes the class more interesting; visuals can be used at any stage of the lesson, to help in presenting new language or introducing a topic, as part of language practice, and when reviewing language that has been presented earlier; good visual aids can be used again and again and shared by different teachers.

You can use the following as visual aids in your class: yourself, the blackboard, real objects, flashcards, pictures, and charts. The teacher can use gestures, facial expressions, and actions to help show the meaning of words and to illustrate situations. You can use the blackboard to draw pictures, diagrams, maps, etc. You can use real objects in the classroom and bring other things into the class – food, clothes, containers, household objects, vegetables, etc.

Flashcards with single pictures can be held up by the teacher in the class. These can be used for presenting and practicing new words and structures, and for revision. The teacher can draw a picture on the flashcard, or stick on a picture from magazine. Flashcards can also be used to show words or numbers. Charts are large sheets of card or paper with writing, pictures or diagrams, used for more extended presentation or practice. These may be displayed on the wall or blackboard.

TEACHING LISTENING

Listening in English is attending to and interpreting oral English. Listening is necessary to develop the speaking skill. The student listens to oral speech in English, then separates into segments the stretch of utterances he hears, groups them into words, phrases, and sentences, and, finally, he understands the message these carry. Listening prepares the students to understand the speech of the native speakers of English as they speak naturally in a normal speed and normal manner.

There are three approaches to listening: interactive (listening to a message and doing something as a consequence) and one-way communication or non-interactive (just listening and retaining the message, in activities such as conversations overheard, public address announcements, recorded messages, etc.) and self-talk. Listening to radio and watching TV and films, public performances, lectures, religious services, etc., generally reflect non-interactive listening. Responding to the commands given reflects interactive listening, which, in fact, is equally widespread in communicative situations. Self-talk is also an important process by which internal thinking and reasoning is carried out. All these three

modes or approaches to listening may be included in our TESOL listening comprehension training.

In the classroom, students listen in order to repeat and to understand. In listening to repeat, students imitate and memorize linguistic items such as words, idioms, and sentence patterns. This is an important beginning task and focus of listening exercises. However, it is listening to understand that is real listening in its own right.

Students listen to understand as part of using English for communication purposes. In listening to understand, students may be involved in the question-oriented response model of learning or in the task-oriented model of learning. In the question-oriented response model, students may be asked to listen to a sentence, a dialogue, a conversation, a passage, or a lecture and asked to answer questions which may be presented in the form of true/false statements, multiple choice questions, fill in blank, or short answers. In the task-oriented response model, students may be asked to listen to a passage and accomplish the task described in the passage through interaction with others or by themselves.

Remember that research indicates that most students have difficulty with listening skills, even when listening to their native language. Among other factors, because of the phenomenon of stress (some syllables of a word may by stressed while others may not be), most learners of English have difficulty in mastering the correct placement of the primary and other stresses in English. (This could lead to misunderstanding the meaning of a word, phrase or sentence.) As a consequence, listening proficiency in English is to be cultivated with great care.

TEACHING SPEAKING

ASKING AND ANSWERING QUESTIONS

How do you get a second/foreign language learner to speak English? You may just ask the student to speak, ask him to say something in English. You can

even tell him what to say. He may or may not understand the meaning of the utterances he is asked to produce, but he will imitate what you told him to repeat.

Another way is to ask the student a question. He will try to answer if he realizes that he is being asked to answer a question. For this, he should understand what the question is, and he should have some mastery over the English phonology, grammar, and lexicon necessary to frame an appropriate answer. This is a more difficult task.

Asking and answering questions is an essential part of teaching, learning, and using any language. Asking questions and eliciting answers may be used for various purposes. First of all, asking questions enables the student to practice what he has learned. Secondly, you may ask questions to find whether the student understands the new vocabulary and the structures, and whether he is able to use them appropriately.

As Bowen et al. (1985) points out, "successful learners should be able to produce their thoughts in a way that will make their message accessible to native speakers of English who have no special training in linguistics or in the native language of the speaker." You are a good speaker if you do not attract the attention of your listeners to how you say something, but to what you say.

Remember also that our goal in teaching speaking in English is not developing accuracy of pronunciation. There are several, almost insurmountable, problems that an adult second or foreign learner of English will face if he or she aims at perfect pronunciation like a native speaker of English. It is not accuracy of pronunciation but adequacy of fluency and communicative effectiveness that becomes the focus of speaking skill.

Despite a heavy accent, if the speech of a second/foreign language learner can be comprehended by a native speaker of English without forcing the native speaker to speak in shorter sentences than he normally does, with greater repetition

and paraphrase of what he says for the benefit of the second language learner, we may consider the second or foreign language learner to have adequate efficiency in English speech. However, this is only an impressionistic evaluation, at the mechanical level of speaking. Speaking skill in English includes more than adequacy of pronunciation, as already pointed out. The ultimate goal of the speaking skill in English is to enable the learner to communicate his or her thoughts, ideas, and feelings via oral language to meet the needs faced by him or her.

IMITATION AND REPETITION

Imitation and repetition are important elementary steps in developing speaking skill in English. Imitation and repetition are inter-related, and yet they are distinct.

Imitation helps students to pronounce and produce the English utterance they hear from the teacher as closely as possible to the utterance produced by her. Imitation is not restricted to mere production of the sounds, phrases, and sentences. It includes also the capacity to produce the utterances in the contexts in which the original utterances were produced.

On the other hand, repetition refers to the acts of producing the utterances in as close a manner as possible to the original. Repetition leads to automatic reproduction of the utterance, and, in the process, some sort of memorization of the sound or structure practiced takes place through repetition.

Note, however, that neither imitation nor repetition results in the mastery of any language. These are important steps in practicing the language material, but these should not become the focus of the learning process in the classroom, because ultimately the TESOL speaker is expected to use English in novel and unpredictive ways to meet his or her needs. Children in the process of acquiring

their first language use imitation and repetition as props, but not as the main tool for acquisition.

Some of the imitation and repetition exercises may be organized in the following manner: Present some simple sentence, phrase, or word and ask students to repeat after you. If you want them to understand and repeat a conversation, say the questions and the answers and have the students repeat the latter, or perhaps both, signaling the meaning in some way. The meaning can be demonstrated with realia (real objects brought into the classroom), pictures, gestures, or translating.

The teacher may use pictures, gestures, pantomime, translation, guessing, and drawing on the board to make the students understand the meaning. It is important that you use only meaningful words, phrases, and sentences for imitation and repetition. The props you use to explain or demonstrate the meaning should enable the student to learn the meaning with ease, along with the pronunciation.

Ask students to repeat the utterance several times. Some learning takes place through repetition, and the student begins to see patterns at different levels. He may form some hypotheses as to the order of occurrence of sounds in a word, words in a phrase, or a sentence. He may begin to distinguish between statements and questions. He may generalize from what he has been exposed to, and form even new sentences based on what he has repeated so far. He may begin to substitute new words in place of the old in the sentences he has repeated and form new sentences.

In the initial phase of learning and teaching English, repetition and imitation serve to make students familiar with the sounds and structures, get the attention and interest of the students, and focus their effort in the learning process. However, if these are stressed continually, or made as the main process of learning, these soon become boring events, and do not contribute to real learning of English. Naturally, the TESOL student will commit many errors at first. His pronunciation may not be appropriate, or he may not have reproduced all the elements or units of

a word, phrase, or sentence. He will be hampered or guided by the structure and sounds of his language. However, imitation and repetition will help him to practice producing native-like utterances at the sound level.

TEACHING PRONUNCIATION

THE NEED FOR PROPER PRONUNCIATION

Pronunciation is a very important component of speaking skill. Without proper pronunciation, which should be somewhat similar to but not necessarily identical to native performance, second or foreign language users of English will not be able to communicate accurately.

It is possible to communicate the information without elegant pronunciation. It is also possible to communicate one's intent without elegant pronunciation. However, such communication would be inadequate or could even lead to miscommunication. Moreover, if we allow this to happen all the time and if we do not insist on certain standards of pronunciation, there is a danger that the students would be "led to a permanent plateau of pidgin from which very few emerge" (Bowen et al. 1985).

Remember that pronunciation lends accuracy to the message conveyed. Remember also that if the learner's pronunciation is "very poor", a concept which needs to be clarified and specified in context, he will have great difficulty in communicating orally with native speakers of English. He may have excellent skills in writing and reading, but if his pronunciation is very poor, he will not be seen to be proficient in English. Native speakers of English often tend to be generous towards the second/foreign learners of English. And yet there is always the danger that poor pronunciation may be equated with the lack of knowledge of English.

MODELING PROPER PRONUNCIATION

Pronunciation has been often taught through modeling by the teacher who asks students to listen and imitate her. She corrects the pronunciation, possibly then and there, and asks students to listen and imitate her pronunciation through graded presentation of words, phrases and sentences.

Minimal pairs of words such as bit:beat, hit:heat are used to develop correct pronunciation. These may be followed by phrases and sentences for proper sentence melody practice.

More often than not, the teacher expects a native-like pronunciation from her students, which the adult students often find impossible to achieve. Ultimately such a teacher is forced to settle for a level of pronunciation which may be understood without much effort by the native speakers, even though it is heavily accented!

FACTORS WHICH INFLUENCE PRONUNCIATION

Experience tells us that individuals differ from one another as to their ability to pronounce English correctly. At least six factors have been identified by teachers of TESOL. These are: 1. The influence of the learner's native language. 2. The learner's age. 3. The learner's exposure to English – length and intensity of exposure. 4. The learner's innate phonetic ability. 5. The learner's attitude and sense of identity. 6. The learner's motivation and concern for good pronunciation (Celce-Murcia and Goodwin 1991:137).

The socio-economic class of the learner, whether he comes from a family in which members already know and use some English, and whether there are opportunities available in the community to continue to practice English outside the classroom, may also have an impact upon the level of proficiency attained in the pronunciation of English. The socio-political attitudes towards learning and teaching English which prevail in the nation appear to influence the performance of students in the rural areas.

GOAL OF TEACHING PRONUNCIATION

Most TESOL teachers do not aim at imparting "perfect" pronunciation. Even native-like pronunciation is not insisted upon in all contexts. Teachers have recognized that it takes a lot of time to master "perfect" pronunciation and that the results are not often worth the time and effort.

When mature students try seriously to imitate a foreign pronunciation model, and when the expertise is available to offer technical assistance, they will demonstrate the physical capacity for a quite satisfactory production. But the minute the students' attention is diverted to the content of the message, the pronunciation control loosens, and native language influence reappears to produce a heavy speech accent . . . For most adult students a reasonable goal is the ability to communicate orally with ease and efficiency, but without expecting to achieve a competence in pronunciation that would enable them to conceal their own different language background. At the same time it should be possible to achieve a consistent production of the basic contrasts of the sound system, to speak fluently and understandably in a form that requires minimum adjustment on the part of one's listeners. And of course students must be capable of understanding native pronunciation under normal circumstances of production, and not require of their interlocutors a special style (Bowen, p.102, in Celce-Murcia, et al. 1979).

TIME SPENT ON PRONUNCIATION PRACTICE

How much time should be devoted to pronunciation? The answer depends on factors such as "level of instruction, age range of the students, aims of the course, availability of materials, training of teachers, intensity of involvement, interest of students, etc" (Bowen et al. 1985:133).

Availability of time for the course and for the specific class hour is another important factor. If the course is intended only for the development of

pronunciation, there will be plenty of time on hand, and the teacher will lead her students through several levels and kinds of materials dealing with structures.

If we spend a lot of time on pronunciation exercises, student interest may dwindle. So, teachers should move on to something else when pronunciation exercises no longer produce noticeable progress. Five to ten minutes of class time per meeting for as long as the need and willingness of the students last - this is a golden rule (Bowen et al. 1985).

TEACHER'S PREPARATION

The first requirement that a TESOL teacher should meet is that she should be familiar with the basic sound system of English. The basic system includes the individual consonants, consonant clusters, vowels, and diphthongs as well as stress, and intonation. It also includes the combinations and the distributional patterns of these elements. The TESOL teacher should know what is meant by vowels, consonants, diphthongs, stress, and intonation.

It is important for the TESOL teacher to be familiar with and able to use either the International Phonetic Alphabet or some modified form of it. This will help her to make some comparison between English sounds and sound patterns with those of the native language of the learners. This will also help her to explain in some graphic details why the learners have difficulty with some sounds and not with others. Again, by using the International Phonetic Alphabet she will be able to demonstrate and make the learners identify the manner and place of articulation of the sounds they have difficulty in producing.

Teaching pronunciation involves teaching the articulation of consonants, vowels, and diphthongs used in English. These are called segmental sounds. Teaching pronunciation involves teaching also the use of stress and intonation, called suprasegmental.

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