

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

**ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ**

**Бахриддинова Наргиза**

инглиз тили 2- факультети 420 гуруҳ

**ИНГЛИЗ ТИЛИ ТАЛАФФУЗИНИ ЎҚИТИШДАГИ ТУРЛИ ХИЛ  
ЙЎНАЛИШЛАР**

**5120100 – филология ва тиллар ўқитиш (инглиз тили)  
таълим йўналиши бўйича бакалавр даражасини олиш учун**

**БИТИРУВ МАЛАКАВИЙ ИШИ**

**“ҲИМОЯГА ТАВСИЯ ЭТИЛАДИ”**

Инглиз тили лексикологияси кафедраси  
муздари \_\_\_\_\_ Ж. Матякубов

2016 йил “ \_\_\_\_\_ ” \_\_\_\_\_

**ИЛМИЙ РАҲБАР:**

\_\_\_\_\_ Б.Кушокова

2016 йил “ \_\_\_\_\_ ” \_\_\_\_\_

Тошкент – 2016

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF  
THE REPUBLIC OF UZBEKISTAN**

**THE UZBEK STATE WORLD LANGUAGES UNIVERSITY**

**THE ENGLISH LEXICOLOGY DEPARTMENT**

**Bahriddinova Nargiza**

English faculty- 2 group- 420

**QUALIFICATION PAPER**

**The different approaches of teaching pronunciation of learning English**

**5120100-Philology and teaching languages (The English Language)  
for granting the bachelor's degree**

**THE QUALIFICATION PAPER  
IS ADMITTED TO DEFENSE**

The head of the English Lexicology  
Department \_\_\_\_\_ Matyakubov J.

2016 “ \_\_\_\_\_ ” \_\_\_\_\_

**SCIENTIFIC ADVISOR:**

\_\_\_\_\_ B.Kushokova

2016 “ \_\_\_\_\_ ” \_\_\_\_\_

**TASHKENT-2016**

# CONTENTS

<b>INTRODUCTION.....</b>	<b>2-4</b>
<b>CHAPTER I. Review of the linguistic literature on the actual problems of English Pronunciation</b>	
1.1 Phonetics as a linguistic Science.....	5- 16
1.2 General notes on the importance of Pronunciation in learning English.....	16-20
<b>Chapter II. Approaches to teaching pronunciation for successful communication</b>	
2.1 The factors that are important for effective pronunciation learning....	21-28
2.2 The principles to improve pronunciation of learners.....	28-37
2.3 The role of pronunciation learning and teaching on learner's improvement of Speaking Skills.....	37-49
<b>Chapter III. The problems of working out set of exercises for improving pronunciation of learners</b>	
3.1 The problems of teaching Pronunciation.....	50-54
3.2 Integrating Pronunciation into EFL speaking activities.....	54-65
<b>Conclusion.....</b>	<b>66</b>
<b>Bibliography.....</b>	<b>67-69</b>

## Introduction

In the state program for preparation of specialists a special attention is given to the educational system and its development in future. This project plans the development of science by means of applying high-quality teaching technologies in the field of secondary and higher education. Acceleration of scientific researches in field of linguistics serves to improve education system as well Language policy led in the Republic of Uzbekistan provides to support stable development of national languages existing in our country. For example, on December 10, 2012, Islam Karimov signed a decree which is named ““On measures to further improve foreign language learning system””.

According to this decree, “It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories”<sup>1</sup>

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of

---

<sup>1</sup> ““On measures to further improve foreign language learning system””. Decree. 10.2010. Page 12. Ziyozoda Publication 2011.

education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade). Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

This particular qualification paper is aimed to study the importance of pronunciation for successful communication in developing student's speaking skills.

**The actuality** of the study is clarified through the intense importance to find ways and strategies to develop learners' pronunciation skills. Furthermore, it is purposed to show the effective ways to improve the successfulness of communication.

**The novelty** of the Qualification Paper is defined by actual results of the investigation special emphasis is laid on various types of rendering the structure and the methods to develop pronunciation of learners.

**The aim** of this Qualification Paper is to reveal how pronunciation can be beneficial on the way of developing students' speaking skills and affect the success in communication.

**The following tasks** are put forward according to the general aim of this research:

1. To highlight the importance of pronunciation with other skills;
2. To reveal the problems of teachers while teaching pronunciation;
3. To find methods and strategies to improve pronunciation of learners;
4. To show the effectiveness of pronunciation in developing communication of learners.

**The methods of investigation** used in this research are follows: structural, translation, typological and grammatical.

**The practical value** of the research is that the material and the results of the given Qualification Paper can serve as the, material for theoretical courses phonetics, grammar, teaching speaking.

**The object** of this research is to find out what kind of methods are best to apply when it comes to teach pronunciation.

**The materials** include:

1. different types of articles relating to the topic;
2. different internet sites such as onestopenglish.org and britishcouncil.com;
3. the practical books of English and Uzbek linguistics that deal with intended topic.

**The theoretical importance** of the Qualification Paper is determined by the necessity of detailed and comprehensive analysis of the teaching pronunciation which form is the most important part of learning English and a responsible job for the future teachers.

**The Structure of work** – the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used in the course of the research. Introduction tells about the aim of the research, methods used on the course of it, explains its actuality novelty, object, practical and scientific value. The first chapter discusses the problems related to phonetics and also gives information on the importance of pronunciation learning the language. In the second chapter is dedicated to search and present methods to teach English pronunciation. The third chapter deals with the problem on how pronunciation can be integrated with other classroom activities. Conclusion presents the results of the investigations produced in the Qualification Paper. The list of used literature names all the books used in the course of this research.

## **Chapter I. Review of the linguistic literature on the actual problems of English Pronunciation.**

### 1.1 Phonetics as a linguistic Science

Language as "the most vital method for human intercourse" exists in the material type of speech sounds. It can't exist without being talked. Oral speech is the essential procedure of correspondence by method for language. Composed speech is optional; it speaks to what exists in oral speech.

In oral speech linguistic use and vocabulary as language perspectives are communicated in sounds. The change of words and their blend into sentences are as a matter of first importance phonetic marvels. We can't change the linguistic type of a verb or a thing without changing the relating sounds. The informative sort of sentences can frequently be resolved just by sound. Subsequently the significance of the sound (phonetic) part of a language is self-evident. To talk any language a man must know almost all the 100% of its phonetics while just 50-90% of the language structure and 1% of the vocabulary might be adequate.

The expressions "phonetics" and "phonetic" originate from the Greek word (fo:ne:) sound. The expression "phonetics" may signify either the phonetic arrangement of a solid language or the phonetic science. Both the phonetic arrangement of a language and the phonetic science are indivisibly associated with each other however in the meantime the one can't be taken for the other. The phonetic arrangement of a language is a target reality while the phonetic science is a reflected reality.

Phonetics as a science is a branch of etymology which is worried with the investigation of the sound arrangement of a language. Phonetics has a long history. It was known not antiquated Greeks and Hindus. Yet, up to the nineteenth century it was thought to be a piece of language structure. As an autonomous semantic

science it started to create in Russia and Western Europe in the second 50% of the nineteenth century.

Being a free science, phonetics is in the meantime firmly associated with other semantic sciences – syntax, lexicology, stylistics and the historical backdrop of a language since the phonetic arrangement of a language, its vocabulary and punctuation constitutes one indissoluble entirety. It is additionally firmly interconnected with so much sciences as physiology, science, material science, teaching method, brain science, arithmetic, artificial intelligence. The object of phonetics is the sound matter of a language which contains speech sounds and prosodic qualities of speech (anxiety, pitch, mood, rhythm, and so on.)

Sounds and prosodic wonders of speech are of an intricate nature. They include various synchronous exercises with respect to the speaker and the listener: the development of speech organs that is controlled by the focal sensory system; the impression of sound waves coming about because of the work of speech organs; the arrangement of the idea in the mind (at a phonetic level) .

Phonetics is associated with etymological and non-semantic sciences: acoustics, physiology, brain research, rationale, linguistic use, lexicology, stylistics, pedagogics, arithmetic and so on.

The association of phonetics with language structure, lexicology and stylistics is practiced most importantly by means of orthography, which in its turn is firmly associated with phonetics.

In spite of the fact that the arrangement of principles of perusing phonetics is associated with syntax and declares accurately solitary and plural types of things, the previous strained structures and past participles of English consistent verbs, e.g. /d/ is purported after voiced consonants (ask asked), /t/ - after voiceless consonants (wish-wished). It is just on the off chance that we realize that /s/ is affirmed after voiceless consonants, /z/ after voiced and /ɪz/ after sibilants, that we can maintain the words books, packs, boxes accurately. The completion - ed is

proclaimed/'id/taking after/t/or/d/, e.g. held up/'weɪtɪd/, collapsed/'fəʊldɪd/. A few descriptors have a structure with/Id/, e.g. slanted/'krʊkɪd/, exposed/'neɪkɪd/, worn out/'ræɡɪd/.

One of them vital phonetic marvels - sound trade - is another indication of the association of phonetics with sentence structure. Case in point, this association can be seen in the class of number.

Phonetics is additionally associated with language structure through its inflection part. Here and there inflection alone can serve to single out predication in the sentence. Look at:

ˈHe returned home. Not Mary or John.

He ˈcame home. So you can see him now.

He came ˈhome. He is at home, and you said he was heading off to the club.

Homographs can be separated just because of articulation, since they are indistinguishable in spelling, e.g.

lead/li:d/ -lead/drove/

wind/wɪnd/ -wind/waɪnd/

Because of the position of word accent we can recognize homonymous words and word bunches, e.g.

ˈblackbird дрозд - 'black ˈbird чёрная птица

Phonetics is additionally associated with stylistics; most importantly through sound and its segments: speech tune, articulation stress, cadence, pausation and voice timber which serve to express feelings, to recognize diverse dispositions with respect to the creator and speaker. Regularly the author helps the peruser to translate his thoughts through unique words and comments, for example, an interruption, a short respite, irately, ideally, tenderly, suspiciously, and so on. For instance:

"Presently let me ask you young ladies and young men, would you paper a room with representations of stallions?"

After stopping for a moment, one portion of the kids cried in theme, "Yes, sir!" Upon which the other half, finding in the noble man's face that "Yes" wasn't right, shouted out in melody, "No, sir!"- As the custom is in these examinations.

"Obviously, no. Is there any good reason why you wouldn't?"<sup>2</sup>

Phonetics is likewise associated with stylistics through reiteration of words, expressions and sounds. Reiteration of this kind serves the premise of mood, rhyme and similar sounding word usage. Therefore, stable wonders have diverse perspectives, which are firmly interconnected: articulatory, acoustic, sound-related and phonological.

Speech sounds are results of human life form. They come about because of the exercises of the stomach, the lungs, the bronchi, the trachea, the larynx with the vocal lines in it, the pharynx, the mouth pit with the speech organs arranged in it and the nasal hole.

Sound creation is inconceivable without breath, which comprises of two exchanging stages motivation and lapse. Speech sounds are construct mostly in light of termination, however in some African languages there are sounds created by motivation.

Close, amid which speech sounds are created, is called phonic lapse. Phonic lapse contrasts from customary organic non-phonic termination. In phonic lapse the air originates from the lungs not uninhibitedly but rather in spurts, in light of the fact that the speech organs frequently hinder the air-section.

At the point when the vocal lines, arranged in the larynx, are tensed and united freely, the gaseous tension underneath the vocal ropes turns out to be high and the air originates from the lungs in normal puffs making the vocal strings vibrate.

---

<sup>2</sup> Ch. Dickens. "Tough Times". Page 56. Relative Literature. 1998. Oxford Publication.

Their vibrations are intricate and, principally, consistent or intermittent. The customary

vibrations of the vocal ropes are transmitted to the air-stream and the acoustic impact saw by the human ear is that of a vocal tone. This is the thing that we call voice.

At the point when in the supralaryngeal holes there is a check to the air-stream, a specific clamor is delivered. The character of the clamor grating or plosion – relies on upon the kind of hindrance (a complete conclusion or a tightening) and decides the specific nature of a consonant. At the point when a deterrent is made and the vocal ropes vibrate, a voiced consonant is created. At the point when the vocal ropes don't vibrate, the outcome is a voiceless consonant.

Along these lines sound creation is a convoluted wonder. The principle sourced of vibration in the generation of speech sounds are the vocal ropes and different sorts of check. The acoustic perspective like some other sound of nature speech sounds exist as sound waves and have the same physical properties-recurrence, power, length and range .

Recurrence is the quantity of vibrations every second produced by the vocal lines. Recurrence created by the vibration of the vocal strings over their entire length is the key recurrence. It decides the musical pitch of the tone and structures an acoustic premise of speech song. Recurrence is measured in hers or cycles every second (cps).

Force of speech sounds relies on upon the sufficiency of vibrations. Changes in power are connected with anxiety in those languages which have power anxiety, or element stress. Power is measured in decibels (dbs).

Like some other type of matter, sound exists and moves in time. Any solid has a specific span. The length of a sound is the amount of time amid which the same example of vibration is kept up. Therefore the span of a sound is regularly alluded

to as its amount. The length of speech sounds is generally measured in milliseconds (msec.).

The sound-related (sound-discernment) perspective manages the view of speech sounds and their temperament. Each demonstration of oral correspondence presupposes the nearness of no less than two persons: the speaker and the listener. The previous produces speech sounds, the last sees them. Consequently speech sounds may likewise be investigated from the perspective of observation.

The impression of speech sounds includes the movement of our listening to instrument, which can be seen in two ways. From one perspective, it is a physiological system which responds to acoustic jolts. The human ear changes mechanical vibrations of the air into apprehensive jolts and transmits them to the mind. Then again, it is likewise a mental system which chooses from the immense measure of acoustic data just that which is semantically critical. The human cerebrum deciphers acoustic marvels regarding a given language framework. Along these lines, distinctive acoustic jolts might be deciphered just like the same sound unit. Subsequently for an Englishman the delicate/l/as in "let" and the hard/t/as in "tell" are one and same unit, as the contrast between them is not huge in recognizing words or linguistic structures in English.

How does the human ear see and translate the acoustic properties of speech sounds-frequencies, power, span?

The same recurrence of vibrations is constantly seen as the same pitch paying little mind to alternate characteristics of the vibrating body. The more noteworthy the recurrence, the higher is the pitch of the voice and the other way around. Our impression of the pitch of the voice depends generally (however not exclusively) on the major recurrence conveyed by vowels and other voiced sounds. Impressions of a change of pitch might be prompted by varieties of power on the same recurrence. Our recognition goes more distant than the cutoff points of major

recurrence (the aggregate scope of a talking voice being as broad as 80-350 cps). The human ear sees frequencies from 16 cps to around 20,000 cps.

Formant frequencies, which are much higher than the central recurrence, decide our ID of various characteristics of speech sounds.

Changes in force are seen by our ear as varieties in the commotion of a sound. The more prominent the power of a sound, the louder the sound is. Be that as it may, our view of din does not rely on upon force alone. A sound or a syllable might be seen as louder, in examination with neighboring sounds or syllables, in light of the fact that there is a checked pitch change on it or on the grounds that it is longer than the others. Our judgments identifying with commotion are not as fine as those identifying with either quality or pitch.

Diverse span of speech sounds is seen as a distinction in their length. The time vital for the acknowledgment of a sound relies on upon the way of the sound and the pitch. The base length of a vowel to be perceived might be 4 msec. In any case, our impression of length does not generally relate to the genuine term of speech sounds or different units. Along these lines the length of musical gatherings in an English expression is thought to be around the same since it is a trademark highlight of English mood that focused on syllables happen at pretty much equivalent interims of time. Be that as it may, the genuine term of cadenced gatherings is a long way from being equivalent. This is a case of how our cerebrum translates from the acoustic material just that which is semantically huge.

Our listening to system assumes an imperative part in controlling our own speech. The control of our sound generation is integral to our articulatory propensities. The procedure of correspondence would be inconceivable if the speaker himself did not see the sounds he claims. In the event that this control is exasperates, aggravations in the generation or speech sounds are liable to show up.

The following part of phonetics is the phonological angle. Speech sounds and prosodic elements are phonetic marvels. They are acknowledge of language units-

phonemes and prosodies. Speaking to language units in genuine speech, speech and prosodic elements (pitch, stress, fleeting qualities and so forth.) perform certain etymological capacities. They constitute important units-morphemes, words, word frames, expressions. All the expressions of a language comprise of speech sounds and have stress. Every one of the articulations comprise of words, and, subsequently, of sounds; they are described by certain pitch-and-push designs, worldly components, mood.

Speech sounds and prosodic elements serve to separate the units they frame. Correspondence by method for language is conceivable simply because speech sounds (and prosodic components) can be against each other for reasons for separating words, word frames, and informative units-expressions.

Phonology, or capacity phonetics, is an absolutely semantic branch of phonetics. It manages the practical part of speech sounds. Phonology embarks to decide the phonetic refinements which have a differential quality in a language is as to build up the arrangement of phonemes and prosodemes.

The premise of phonology is the phoneme hypothesis, made in Russia by I.A.Baudouin de Courtenay and created by his students and devotees L.V. Scherba, N.V. Krushevsky and later by other Russian and remote language specialists. Phonology was established in Prague by a gathering of language specialists (Trubetskoy, Jacobson and others).

Among the meanings of phoneme the accompanying one which was recommended by extraordinary Russian phonetician V.A. Vassilyev assumes an extraordinary part in present day phoneme hypotheses. He says that the segmental phoneme is the littlest (i.e. further inseparable into littler back to back fragments) language unit (sound sort) that exists in the speech of all individuals from a given language group thusly speech sounds. They are equipped for recognizing single word from another expression of the same language or one linguistic structure from another syntactic type of the same word. The strategies utilized by phonology are etymological.

All the above branches of phonetics are firmly associated following the object of their study-speech sounds-is a nearby solidarity of acoustic, physiological and etymological perspectives. In any case, not all language specialists are of the supposition that phonology is an essential piece of phonetics.

N.S. Trubetzkoy claims that phonology ought to be isolated from phonetics. As per the Prague School phonetics and phonology are autonomous sciences: phonetics is a natural science and is worried with physical and physiological attributes of speech sounds, phonology is an etymological science and is worried with the social capacity of phonetic wonders. This perspective is upheld by the Danish language specialist L.Hjelmslev who advocates all out detachment of phonetics and phonology. Be that as it may, by far most of Russian phoneticians does not think of it as sensible to partitioned capacity from structure and accordingly totally avoid phonetics from the semantic sciences. An incredible number of phoneticians abroad stick to the same perspective. Case in point, B. Malmberg, a Swedish phonetician, composes as takes after:

"It was a grave mistake with respect to the Prague School to need to build up a strict partition amongst phonetics and phonology". "The two sorts of studies are related and condition each other. Subsequently it appears to be desirable over gathering them together under the customary general heading of phonetics".<sup>3</sup>

Other than the four viewpoints given above there are different branches of phonetics: uncommon, general, chronicled, spellbinding, relative, connected.

Uncommon phonetics is worried with the investigation of the phonetics arrangement of a solid language. At the point when the phonetic framework is concentrated on in its static structure, at a specific period (synchronically, we talk about enlightening phonetics. At the point when the framework is concentrated on in its recorded improvement (diachronically) we talk about verifiable or developmental phonetics. Recorded phonetics utilizes the philological technique

---

<sup>3</sup> Breiner-Sanders (2000). ACTFL proficiency guidelines - Speaking. Foreign Language Annals, Page 13–18.

for examination. It thinks about composed records and looks at the spelling and pronunciation of one and the same word in various times of the historical backdrop of the language.

General phonetics is worried with the investigation of man's sound-delivering potential outcomes and the working of his speech system. It discovers what sorts of speech sounds exist in different languages. General phonetics depends on the broad material which is given by the uncommon phonetics of an extraordinary number of languages and on the material of different sciences. As an aftereffect of this, general phonetics has possessed the capacity to make various general conclusions concerning the mind boggling nature of speech sounds and to define various hypotheses: the phoneme hypothesis, the hypothesis of syllable arrangement, speculations of anxiety, pitch, and so on.

Relative phonetic is worried with the near investigation of the phonetic frameworks of two or more languages, particularly related ones. By functional or connected phonetics we mean all the handy uses of phonetics. Phonetics is of significant significance for different fields of language study, which have made utilization of the basic methodology and those etymological techniques worked out by phonetics.

The strategies for examination utilized as a part of phonetics shift, however there are three chief techniques: (1) the immediate perception strategy; (2) the etymological technique; (3) the trial technique.

1. The immediate perception strategy involves three vital methods of phonetic examination: by ear, by sight and by solid sensation. Examination by method for this technique can be powerful just if the persons utilizing it have been extraordinarily prepared to watch the minutest developments of their own and other individuals' speech organs, and to recognize the scarcest varieties in sound quality. Each phonetician experiences an exceptional preparing, over the span of which his "phonetic ear", furthermore his strong sensation, are produced. By a

"phonetic ear" is implied the ability to recognize the accurate nature of sounds claimed in different sound groupings or in seclusion, whether in one's first language or in a remote language.

2. The point of the semantic technique for examination of any solid phonetic wonders, for example, sound, anxiety, inflection or some other element, is to decide how these phonetic elements are utilized as a part of a language to pass on a specific significance. A precise phonetic investigation (made either by ear or by method for some instruments or mechanical assembly) is of no utilization whatever unless it serves as a piece of information that will translate the etymological capacity of a phonetic wonder.

The phonetic strategy uses semantic investigation in watching the real truths of language and translating their social criticalness. It similarly makes utilization of semantic analysis to decide, with the assistance of local witnesses, the working force of some solid phonetic component in a language or in a particular tongue which is being subjected to examination. The semantic strategy, subsequently, is of central significance.

3. The test strategy is based, generally speaking, upon the utilization of exceptional mechanical assembly or instruments, for example, the laryngoscope, the manufactured sense of taste, the kymograph, the attractive recording device, the oscillograph, the intonograph.

Exceptional research facility gear, for example, kymograph, spectrograph, oscillograph and intonograph get the essential information about prosodic properties of speech sounds. A kymograph records subjective varieties of sounds as kymographic tracings. A spectrograph produces sound spectrograms which list the frequencies of a given sound and its relative amplitudes. An oscillograph records oscillograms of sound vibrations of any recurrence. Consequently recorded oscillograms can be seen upon the screen.

Hypothetical noteworthiness of phonetics is associated with the further advancement of the issue of the synchronic study and portrayal of the phonetic arrangement of a national language, the relative investigation and depiction of various languages, the investigation of the correspondences between them, the diachronic depiction of progressive changes in the phonetic arrangement of a language or diverse languages.

Down to earth essentialness of phonetics is associated with instructing remote languages. Reasonable phonetics is connected in techniques for speech redress, showing hard of hearing quiets, film naming, transliteration, radio and TV.

## **1.2 General notes on the importance of Pronunciation in learning English**

Articulation is characterized as "a method for talking a word, particularly a way that is acknowledged or for the most part comprehended".<sup>4</sup> In relational abilities, pronunciation is seen as one of the imperative components. At the point when speaking with each other, individuals are to have a right articulation all together that their successful correspondence can be accomplished.

Concerning pronunciation in language educating, its part has been more perceived these days. It has essentially come about because of an adjustment in position on language learning and instructing. This change has clearly affected a move from educator focused to learner focused classrooms. Also, there has been a movement from particular phonetic skills to more extensive informative capabilities as objectives for instructors and understudies. More consideration, in this way, has been coordinated to understandable pronunciation which is considered to extraordinarily make significant correspondence. At the end of the day, without sufficient articulation aptitudes, the understudies' capacity to impart can be constrained. All the more essentially, it is vital to say that the aptitudes for listening appreciation, capacity in talking a language, and articulation are reliant.

---

<sup>4</sup> Cutler and van Donselaar, W. (1997). Prosody in the comprehension of spoken language: A literature review. *Language and Speech*, 141–201

Numerous exploration concentrates on bolster Gilbert's conviction. This shows the need to incorporate pronunciation with informative exercises: to give understudies circumstances to build up their articulation by listening and talking. The accentuation is, hence, pushed on the instructing of pronunciation.

Concerning instructing and learning English pronunciation, it is clearly advantageous for second/remote language learners or understudies. Not just does it help the talking expertise of the understudies, it likewise helps them more understand the language acquired through tuning in. Moreover, it can elevate the understudies' inspiration to take in the English language. This is essentially in light of the fact that the better they can utilize their pronunciation aptitudes in English correspondence, the more self-study in taking in the language can be actuated. Basically, the capacity in pronunciation can, to some degree, persuade the understudies to take in more.

In any case, it ought to be noticed that pronunciation is still discovered ignored despite the fact that Morley demands that this expertise is critical and saw vital for learners to be furnished with. In various studies, the authentic circumstance is outlined. In Mexico, pronunciation is depicted as "the Cinderella of language instructing", in particular it is set at a low level of language expertise significance. The lack of awareness of the Cinderella is additionally pervasive in Taiwan. As indicated by Lin, Fan, and Chen, a few instructors in the nation guarantee that not very many tests require the learners to express their pronunciation and talking capacities, and along these lines, English articulation is not in the least critical. In Thailand, the aptitude is overlooked in a few colleges' educational modules Thai learners' execution of English pronunciation is, subsequently, rather constrained. As referred to in Khamkhien's study, the Thai learners appeared to be confronted with troubles on English talking and English oral correspondence. The challenges likewise win among numerous learners of English as a second language. With lacking consideration coordinated to the expertise, the outcome is that the ability has not yet been aced by large portions of them.

All things considered, the way that the significance of articulation exists in English learning and educating can't be denied regardless of the possibility that it is by all accounts denied. This is chiefly in light of the fact that it unavoidably influences different abilities of the language. Wong calls attention to that the significance is clear particularly when the association amongst articulation and listening perception is contemplated. Besides, Ponder demonstrates that perusing and spelling of the learners can even be influenced when they contain inadequate information of pronunciation. In another study by Garrigue such significance is additionally displayed and great articulation is seen as an establishment of viable talked correspondence. While great articulation is fundamentally said, acknowledgment of poor pronunciation is brought up in Morley's study. It is guaranteed that such difficult issues as correspondence breakdowns, tension, stereotyping and separation are brought on by poor articulation.

With the negative result brought about by such lack of awareness, numerous EFL classrooms have, consequently, guided increasingly regard for pronunciation. The fundamental ability ought to be genuinely perceived and learners ought to be urged to secure it for the expertise can affect the language exactness and articulation. This is in accordance with the investigation of Lambacher. Progressively, at present it is found that the English articulation is perceived. Additionally, with respect to the learners they themselves likewise see this ability as being critical and a need for them.

Pronunciation is a coordinated a portion of language learning. It comprises of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, pitch, mood, rate, and volume) components. Unmistakably, acing these components bolster the open procedure. At the end of the day, learners craving to increase informative fitness are to learn and comprehend articulation.

Right now, the chances of communicating in English in an English talking environment might be trivial if the learners don't understand and treasure the open doors they have. It ought to be noticed that those coveting to enhance their

articulation to be local like or coherent and being in the English talking environment must make the most out of it. They have to exploit the chances to encounter the language to the full. To entirety up, the open doors can mean nothing if the learners disregard to decidedly react to them.

The center of contrasts of every individual learner here will be on their distinctive identities. Regarding identity in articulation learning, Zhang takes note of that the learners with extroversive attributes have a tendency to do well on learning local like pronunciation while the introversive learners don't. As per Senel, timid learners don't want to participate in classroom exercises. This makes them not able to profit by the chances to utilize English in class. Their routine of articulation will then be less. Besides, they are now and again anxious of losing face on the off chance that they commit any errors while learning. The anxious feeling certainly blocks their articulation learning. Conversely, outgoing learners who like to communicate and effectively partake in learning exercises tend to more profit by the gave opportunities. Being chatty, amiable, and brave, they appreciate standing up without the sentiment losing face. The more they practice, the more they without a doubt enhance their articulation learning.

Clearly, distinctive learners likely have diverse states of mind towards the objective language and its group. This can bolster or prevent improvement of pronunciation aptitudes. Concerning this, Brown attests that the pronunciation learning will be more effective if the learners of the objective language give an uplifting state of mind towards the general population who talk the language. The investigation of Brown relates to what Cenoz and Garcia Lecumberri call attention to: "Much of the time, speakers have a tendency to embrace pretty much effectively the articulation they esteem as more positive or the pronunciation they relate to for both their first and second languages."<sup>5</sup>

---

<sup>5</sup> Firth, S. (1993). Pronunciation syllabus design: A question of focus. In P. Avery & S. Ehrlich (Eds.), *Teaching American English pronunciation* (pp. 173–183). Oxford: Oxford University Press.

Mentalities and inspiration are hard to seclude from each other. What's more, there is a close association. As Lightbrown and Spada claim that inspiration is an intricate marvel, such expressed association lies in that inspiration itself can be characterized as far as two essential sorts. Obviously, disposition is one of them. The two components, ordered by Gardner and Lambert, are instrumental and integrative inspiration. The previous is identified with the learners' informative needs, for example, showing signs of improvement occupation, heading off to a decent college, and passing an exam. On the off chance that the learners see such open estimations of the language, they will be roused to get capability in it, most likely. The last includes dispositions towards the objective language and the objective language group. Similarly, if the learners contain good dispositions towards the language, the speakers of the language, and the language group, it appears that they will longing to have contact with them. Gardner and MacIntyre and Gardner demonstrate that both of the sorts can improve language learning. Also, in another study by Gardner it determines that the discoveries of a lot of examination demonstrate that uplifting states of mind and inspiration are associated with second language learning achievement.

Since some imperative elements influencing articulation learning are alluded to, it ought not be dismissed that these influencing factors have distinctive impacts on pronunciation. Some factors, for example, age of the learners, are unchangeable while the others, for example, demeanors and inspiration, are alterable.

Moreover, another crucial element during the time spent pronunciation learning is "practice". Its idea is surely understood in the field of language learning furthermore in different fields applicable to aptitude learning. There is no altered path for the learning of articulation. It depends for the most part upon the instructors who educate their learners and mainly on the learners themselves. Here, it comes to individual contrasts. Notwithstanding, what ought to be remembered is that the learning obligation is not just the instructors', it is likewise the understudies'. At the point when them two acknowledge such obligation, nothing at

all can beat their practice. This, hence, advantages the two sides of them. While the learners' pronunciation is endlessly enhanced, the educators' calling and their open calling are additionally reinforced.

## **Chapter II. Approaches to teach pronunciation for successful communication**

### 2.1 The factors that are important for effective pronunciation learning

Like in different subjects, there are numerous factors which influence pronunciation learning, however some of them are particular to this language segment and additionally to learning remote language all in all. It includes both learning as a sorted out and deliberate procedure, and the unexpected language securing, which continues subliminally and instinctively, be that as it may, is not less valuable. Both, learning and the language obtaining, are tried and true on the inward and external factors, which the educators ought to know about when setting out objectives and planning strategies and materials.

The elements which can't be affected neither by the learner, nor his or her surroundings are the local language, the age and to a specific degree the phonetic capacity of the learner. Interestingly, the measure of presentation to English, the state of mind and inspiration might be upheld and changed a great deal either by the instructor, or the learner, however as a rule in collaboration and backing from both sides.

The impact of the local language is unchallenged. It includes the individual sounds and in addition blends of sounds and elements, for example, musicality and inflection. The more contrasts there are between the local and the objective language, the more challenges will be experienced by the learner. The learner's mistakes get from different sources. At the point when a specific sound does not exist in the primary language, the learners tend to substitute it by the closest equal from their local language. For instance, the sound [ð] will frequently be substituted by [d] or [z] as these are the closest. This first language application influences the musicality and the pitch as well. Still, the impact of the local language is stand out of the components and does not should be significant.

It is regularly expected that the age element impacts articulation. On the off chance that somebody has a local like pronunciation in a moment language, they are liable to have begun learning it as kids. What's more, alternately, individuals who began to take in a brief moment language in adulthood, will hardly accomplish a local like accent, in spite of the fact that their language structure and vocabulary might be great. Be that as it may, the consequences of the studies on the age-connection issue which have been done are clashing. One ought to consider that it is extremely hard to control different elements like inspiration, capacity, chance to hear and utilize the language and the learners' disposition, in this way the outcomes will undoubtedly be mutilated to a specific degree. Wear Snow remarks on this issue contradictorily:

"Research contrasting kids with grown-ups has reliably exhibited that youths and grown-ups perform superior to anything youthful kids under controlled conditions. One exemption is pronunciation, albeit even here some studies indicate better results for more seasoned learners."<sup>6</sup>

The possibility of articulation learning being by one means or another subject to the age has been bolstered by a few scientists who guarantee that language learning has a delicate period and that after a particular age individuals lose a few

---

<sup>6</sup> Gilbert, J. (1994). *Intonation: Pronunciation pedagogy and theory* (pp. 38–48). Oxford Publication

capacities. This specific age is said to be somewhere around ten and thirteen years. The age-connection is upheld likewise by others:

Pronunciation is one region where the more youthful is-better suspicion may have legitimacy. Research has found that the before a learner starts a second language, the more local like the accent he or she creates.

From the instructor's perspective, we expect, that for learning pronunciation the time of essential and lower-auxiliary level understudies is more helpful, as they are less modest and regularly all the more ready to do exercises which the grown-up learners may discover interesting or senseless. In youngsters, we can exploit their suddenness and eagerness to sing and serenade, which is regularly not proper in more established learners. „Research proposes that more seasoned understudies will indicate faster picks up, however more youthful youngsters may have favorable position in articulation." However, when the grown-up learners are roused and need to approach local like pronunciation, they can concentrate better on their hazardous ranges and this settled target procurement might be additionally exceptionally productive.

It is for the most part accepted that some individuals have a superior capacity to hear remote languages than others. This "bent for oral mimicry", "phonetic coding capacity" or "sound-related segregating capacity" demonstrated by specialists who composed tests which gauge this capacity. In spite of the fact that the outcomes demonstrated that some individuals can better segregate between two sounds, still it is not a critical state of getting great articulation as preparing itself has a noteworthy impact.

The fact of the matter is, whether distinctive sorts of learners ought to be taught with various techniques. Kenworthy isolates these learners into poor discriminators and great discriminators and clarifies:

“One study has demonstrated that those with great phonetic capacities advantage from articulation drills, undertakings in which specific sounds are heard and the

learner needs to impersonate over and over. Their inalienable capacities empower them to endeavor every one of the chances to contrast what they are doing and the model exhibited. "Poor discriminators" don't appear to profit by drills in particular. Indeed, bores appear to bring about their endeavors to balance out before they achieve an exact generation of a sound. In light of the complexities included, this appears a component which is particularly out of the control of the instructor. We can just work on the presumption that our learners have the "essential hardware" and give an assortment of undertakings so that something will suit the requirements and capacities of every learner.

The introduction to the objective language has an extensive variety of implications and power. The implications may fluctuate from living in the nation where the language is addressed conversing with local speakers or utilizing genuine materials, e. g. movies, writing, music, TV, so the term is very wide in its significance. Living in the nation of the objective language does not generally mean the real utilization of the language. Numerous individuals may live in a non-English-talking environment, or utilize their primary language with their families. Then again, numerous learners who live in a non-English talking nation may utilize English in numerous day by day circumstances like school or work, so the measure of introduction essentially relies on upon its quality and amount.

Consistently, being presented to English in the English environment ought to positively affect the learner's pronunciation and listening aptitudes. "Research, be that as it may, shows this expanded introduction to English does not as a matter of course speed the securing of English."<sup>7</sup>

It is thought to be a contributory factor, however is not the most critical. In the obtaining of pronunciation of a remote language the mentality and feeling of personality of the learner assumes a noteworthy part. It is an identity decided factor and we can scarcely foresee whether individuals having gone to the earth with

---

<sup>7</sup> McNeerney, M., & Mendelsohn, D. (1993). *Suprasegmentals in the pronunciation class: Teaching American English pronunciation*, (pp. 185–196). Oxford: Oxford University Press.

various accent will alter their own. "Some appear to be "impenetrable" and even after quite a while will ingest just some turns of expression and the pronunciation of a couple of individual words; others appear to be exceptionally responsive and start to change their pronunciation nearly when they venture off the plane."

Utilizing or not utilizing the accent may demonstrate diverse demeanors to individuals. While emulating or embracing the accent of the host nation, we demonstrate our constructive connection to their language and society and also regard for them as individuals. It is indication of the amount we might want to incorporate ourselves in the new place.

To the extent showing articulation is concerned, the demeanor and feeling of character component is firmly associated with the inward inspiration element which will be clarified next.

For a few learners pronunciation is more vital than for others. The learners who consider pronunciation to be a critical piece of their English learning are typically anxious to be redressed and worried about how great or awful their articulation is. This can be additionally communicated by unwillingness to talk while being dubious about one's pronunciation: "In the event that we can't say it impeccably, we won't say it by any means." In these learners the educator can perform enchantment, on the grounds that the learner needs to coordinate and progress. To keep up this inspiration from the learner's point of view, the educator ought to set out objectives and give the learner input, so that both know about some sort of advancement. On the other hand, the other great is, the point at which the learner doesn't know that their method for talking causes trouble, aggravation or misconception for the audience. The educator's potential outcomes in inspiring learners are restricted, by and by, the element of inspiration ought not be disregarded as it is thought to be a standout amongst the most imperative factors influencing articulation learning.

Instructing a language is unavoidably tied with criticism which includes either formal or casual testing, surveying accomplishments, and offering recommendations for making changes.

As we have as of now specified, giving criticism on articulation is vital for keeping up inspiration and furnishing understudies with data on how they are advancing and what they ought to concentrate on. Contrasted with learning linguistic use or vocabulary, where understudies can survey themselves unbiasedly having the right replies available to them, self-assessment in pronunciation is entangled since it is all the time twisted by the understudy's own particular ear and phonetic capacity. The significance of instructor's part in giving criticism on this language segment is in this way unassailable and essential. However, additionally from the educator's perspective, surveying pronunciation, in correlation with other language parts is by all accounts a troublesome undertaking as, in any event, in the writing which we have had available to us very little consideration is paid to this issue. The fundamental explanation behind this carelessness is the way that talking, including pronunciation, is an expertise which is excessively intricate, making it impossible to empower any reliable investigation which could be thought to be objective.

Learning pronunciation depends on both creation and gathering/recognizable proof, thusly, it is firmly associated with oral exams and listening tests. Both talking and listening exercises might be utilized for testing and evaluating our learners' advancement, despite the fact that they don't need to give us practically identical and pleasing results. In opposition to generation, gathering can be tried and measured by including the right answers a composed test, while creation is more hard to evaluate as it includes testing talking or perusing which, from the audience's perspective, incorporate numerous different parts of correspondence, not immaculate sounds. It is constantly subjective to a substantial degree thus the risky matter of evaluating pronunciation creation is its dependability. We will undoubtedly depend on the impression of the assessor. In this manner, both the technique and the evaluation ought to be characterized as solidly as could

reasonably be expected. Contingent upon the point of our appraisal, two methodologies of testing articulation will be depicted atomistic and all encompassing. Before managing these, we take a gander at the most widely recognized idea of pronunciation testing.

Considering our school surroundings, educating and specialized conditions in our classes, testing taking into account the educator's impression instead of utilizing any goal exploratory techniques is unavoidable. All things considered, we ought to know about the conceivable troubles. As per Szpyra-Kozłowska, the impression-based articulation testing has numerous downsides. She specifies that diverse assessors may have distinctive criteria of assessment and it is additionally more broad and along these lines can be uncertain. Contrary to such a feeling, Kenworthy trusts that likewise evaluations which are impressionistic and in this manner subjective can be both tried and true and precise. She guarantees that the impression-based rankings have a tendency to concur with other target positioning procedures.

What talks for the impression-based articulation testing, is the way that it is run of the mill of numerous worldwide examinations in English, similar to Cambridge English Examinations, where the assessors assess "coherence and the measure of strain a hopeful's pronunciation puts on the audience."<sup>8</sup>

For instance, the prerequisites on pronunciation in First Certificate in English are characterized: "despite the fact that articulation is effortlessly comprehended, L1 elements might be meddlesome." In Certificate in Advanced English, the same is characterized as takes after: "L1 inflection might be clear however does not influence the clarity of the message" and in Certificate of Proficiency in English: "articulation is effortlessly comprehended and prosodic elements are utilized adequately; numerous components, including delaying and faltering, are "local like". Clearly, the meanings of the prerequisites in Cambridge English

---

<sup>8</sup> Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25, 481–520. Cambridge Publication.

Examinations are extremely broad and impressionistic in nature. The inspectors who are frequently non-local speakers of English are told as takes after: "while surveying pronunciation, analysts ought to attempt to place themselves in the position of a non-EFL pro, local speaker of English and evaluate the measure of strain on the audience and the level of persistence an exertion required to comprehend the applicant."

On the premise of this direction, the appraisal may have more interperetations relying upon the assessor and will undoubtedly be constantly subjective to some degree. In any case, we can reason that it is a technique which can give us data about the advancement and accomplishment in truly a conceivable way and it empowers us to think about the learners' exhibitions inside time or class.

As articulation is an exceptionally complex language segment, there are numerous undertakings for the educator. Firstly, helping learners hear and deliver sounds from their local language perspective. Furthermore, it is setting up what to focus on. It is prudent to set out needs as per the adequacy to the English speaker and to what is past great understandability and is not important to take one's stand on. Thirdly, conceiving exercises, conforming them for various learning styles, and as per the viewpoints which impact articulation learning as it will be portrayed in the accompanying sections. The to wrap things up vital undertaking is giving input and surveying learners' execution and advancement. Evaluating one's own generation of speech is extremely troublesome as we have a tendency to hear ourselves distortedly and along these lines it is muddled to contrast and the right creation. In addition, the criticism on how the learner is getting along and advancing is a vital inspiration component in further articulation learning.

The learner's part is the same as in some other subject which implies assuming one's own liability and being willing to learn. Here, the instructor's conceivable outcomes are constrained, yet the decision of fitting exercises, inspiring learners and building the general consciousness of convenience might be steady. For instance, one of the strategies for expanding inspiration can be a class-exchange

taking into account one's own involvement with nonnatives and their articulation, what is worthy and what is troublesome while conversing with an outsider in any language. The issue of inspiration inside all subjects of learning is certainly extremely perplexing, contingent upon numerous inward and external elements and ought not be ignored.

## **2.2 The principles to improve pronunciation of learners**

There have been different contentions and backing for the viability of pronunciation preparing on learners' accomplishment in open skill. Morley expresses that articulation assumes a vital part in general open capability. Yong recommended that from the customary methods for learning English, understudies disregarded the fundamental information of talking. This may have been sufficient to meet the requests of English in the years when we had less correspondence with remote nations.

In any case, oral correspondence started to be more vital when they landed in this century with expanded types of correspondence with Western nations. Yong declared that understanding by perusing or composing would never again be adequate for the advancement of the economy and that imparting vis-à-vis actually or through the web should have been caught on.

The main guideline, that direction ought to concentrate basically on suprasegmentals (e.g., stress, mood, sound), originates from the conviction that dominance of suprasegmentals.

Notwithstanding when educators need to show pronunciation openly, they have little feeling of how to mesh it adequately into a listening and talking or all-abilities course with the goal that it comprises of more than specially appointed remedies, however does not take up so much time that the informative objectives of the course are ignored.

It is liable to make a more prominent commitment to coherence than authority of segmentals. Nonetheless, comprehensibility is not our defense for their significance in the talking classroom. Or maybe, suprasegmentals, by ethicalness of their association with talk meaning and associated speech, are more probable than segmentals to be straightforwardly important to talking abilities. Since elements, for example, anxiety, musicality, and pitch influence words as well as entire expressions, they contribute all the more straightforwardly to expertise in utilizing the talked language.

The second standard depends on a presumption that "an pronunciation syllabus ought to start with the broadest conceivable center and move steadily in on particular issues". It likewise expect that articulation is a subset of the foremost ability territories of talking and listening and, all things considered, ought to dependably be taught with reference to those aptitudes. As experienced pronunciation instructors know, understudies who can deliver new sounds when they concentrate just on articulation confront a huge hole in utilizing their new pronunciations as a part of significant correspondence. We subsequently expect that fusing pronunciation into a talking educational programs is vital in crossing over this crevice. Showing pronunciation with regards to talking likewise implies that components that are focused on ought to be those that emerge actually from the talking action and add to the achievement of the communication. This is as opposed to most ways to deal with tending to articulation, which just by the way relate pronunciation components to accomplishment in talking errands.

The third guideline identifies with the assortments of undertakings that make up talking. Speakers can some of the time exploit the chance to arrange, as in numerous formal talking assignments, for example, giving presentations and educating. At different times, speech is unconstrained, with the talk being constructed over the span of talking. Customary articulation guideline, which most much of the time expect cautious arrangement and arranging, is more qualified to formal talking errands that take into consideration arranging. Notwithstanding,

understudies likewise should have the capacity to utilize articulation as a device in moderately spontaneous discussion, and guideline must address those issues too. Incorporating pronunciation into the talking classroom ought to address arranged and impromptu talking.

The accompanying exercises are illustrations of courses in which key pronunciation components can be fused into talking undertakings proposed to help understudies create oral relational abilities: (a) word clarity openly, (b) thought bunches in narrating, (c) pitch in discussion, and (d) center in correlations. Steady with our three standards, every movement offers need to suprasegmental components, incorporates a particular spotlight on pronunciation while keeping up an expansive spotlight on talking and correspondence, and fits the parameters of the talking undertaking.

Oral presentations, a typical task in a wide assortment of ESL/EFL classes, offer chances to target numerous articulation aptitudes with insignificant class guideline. Issues, for example, stating, beat, and sentence center are particularly profitable in this arranged connection. One other range that is particularly influenced by arranging is word clarity.

Word clarity includes whatever troubles understudies have in saying words with the goal that audience members can comprehend them. This can incorporate consonant and vowel sounds, the extending of focused on vowels, stress designs in multisyllabic words, and the pronunciation of lexical units, for example, then again or to aggregate up.

This case outlines that suprasegmentals, however generally more relevant to talking undertakings, are not generally simple to discrete from segmentals. Both sorts of blunders may cumulatively affect clarity. To start with, the word attributes did not coordinate the anxiety design (a suprasegmental issue) expected by the audience members, which influenced the understandability of the expression. This adjustment in anxiety additionally influenced the pronunciation of vowels (for the

most part a segmental issue), which is a vital intimation to push for local speaker audience members. Moreover, late proof proposes that the mistaken pronunciation of consonant sounds (a segmental issue) can influence an audience's capacity to effectively disentangle speech, particularly when the audience and speaker are nonnative speakers and don't have the same local language.

The potential for consolidating articulation direction into oral presentation assignments depends on understudies' chance to arrange. Presentations are a controlled circumstance that spots requests on talking and pronunciation aptitudes. A proposed grouping is appeared:

1. Have understudies set up an oral presentation.
2. Ask understudies to distinguish five catchphrases to maintain accurately.
3. Ask understudies to practice and record their presentations on audiotapes.
4. Have understudies listen to their audiotape recordings and assess their presentations and pronunciation of catchphrases.
5. Ask understudies to submit their tape recordings, alongside a composed duplicate of their presentations with the catchphrases distinguished and a composed self-assessment.
6. Record general criticism on the understudies' audiotapes, including remarks on their articulation of the five catchphrases they chose and the distinguishing proof of up to five extra watchwords for them to rehearse.
7. Ask understudies to amend and hone their presentations in the wake of getting your criticism.
8. Have understudies give their presentations in class.
9. Evaluate their class presentations and articulation of all catchphrases.

Fusing take a shot at word clarity has two fundamental components, the understudies' decisions and the instructor's input. As understudies set up their oral presentations, they are requested that recognize five watchwords they need to declare obviously. Contingent upon their familiarity with their pronunciation, understudies can distinguish these catchphrases with or without the educator's help. They ought to then set up their presentations; hone them orally, giving careful consideration to their articulation of the watchwords; record their presentations; and compose a self-assessment to submit alongside their recordings. The instructor then listens to the tapes, giving oral (recorded) or composed criticism, or both, on general talking, association, and the pronunciation of the catchphrases. The instructor can recommend up to five more words that were hard to comprehend for the understudies to rehearse. The understudies then overhaul and practice their presentations before giving them in class. The last assessment incorporates articulation of all the watchwords distinguished by the educator and understudies.

One instructor who needed to join articulation hone into an officially full course stack communicated the accompanying after she attempted this movement. It wasn't a tremendous time responsibility . . . what's more, the understudies appeared to be excited with the individual consideration as a tape that they could play at home. In any case, more than the practice it gave the understudies, I found that I turned out to be more mindful of territories that we have to deal with . . . . Something about evacuating the countenances and non-verbal communication helped me truly hear the understudies' voices.

Taking a shot at articulation with regards to presentations offers a few points of interest. Initially, educators can concentrate on individual qualities and shortcomings so that understudies' aptitudes can be better surveyed and guideline focused on all the more viably. Listening to understudies each one in turn helps educators distinguish normal issues all the more effectively so they can address these issues later in class. Moreover, in light of the fact that understudies can arrange their presentations and convey them moderately free from interference,

they have the open door, with instructor info, to recognize words and expressions that are hard to maintain. Understudies can, for instance, record their practice sessions on audiotapes (or as computerized documents on the PC) so that the educator can listen and give input before the real presentation. Free discussion offers minimal such open door. Contingent upon the understudies' solace level with presentations, this movement can run from an errand looking like oral perusing to one that is less controlled, revolving around catchphrases, as in the undertakings portrayed by Yule and Macdonald. In any case, the chance to arrange, a key component of the talking errand, permits understudies to focus on their articulation of key vocabulary.

Understudies in a wide range of ESL classes offer individual stories in composing and in talking. Individual stories are only one sort of story in a class that incorporates tales, tall tales, and daily paper stories. Stories offer a rich setting for improving language abilities, particularly at the middle of the road levels of capability, where understudies are most open to examining subjects related principally to self and their prompt surroundings. Since accounts include series of sentences or passage level talk, they give a decent medium to rehearsing another high-need suprasegmental component thought gathering, otherwise called piecing or stating.

Speakers of English compose long extends of speech into short, important, syntactic units called thought bunches. In the event that speakers don't partition the flood of speech into important expressions, audience members experience issues handling the speech, regardless of how obviously every word is maintained. Gilbert offers this case of a long sentence partitioned into generally short groupings (cut imprints indicate stops): "The sign says that development/will be done by April,/however that was clearly idealistic". Numerous professionals trust that abating the rate of speech and consolidating words into important pieces can enhance familiarity and in addition general understandability.

This action is material to any story, report, short presentation, or diary section that understudies plan or practice ahead of time to give orally. Understudies ought to listen to enhance Storytelling by Paying Attention to Phrasing

1. Choose a section length story (or keep in touch with one) to peruse so anyone might hear to the class.
2. Rewrite or sort the story, partitioning it into thought bunches.
3. To picture the idea bunches, envision the content is a lyric and orchestrate it into short lines.
4. Read the content in pieces, stopping quickly toward the end of every line.

One or more section length reports, myths, tales, stories, or individual accounts as models. The educator can then present the thought of piecing by having understudies choose how they would partition the account.

A critical objective of most talking classes is to build up understudies' conversational capacities. By discussion, we mean the coconstructed talk of typical talk, where two or more questioners start and react to a changing assortment of themes. Dialogs are regularly used to show, in addition to other things, conversational style, proper linguistic use and vocabulary, and useful employments of talked language. Dialogs are likewise perfect for controlled practice with conversational talk in which speech mood, center, and inflection cooperate with non-verbal communication.

The vignette beneath shows how the pitch of talk markers and backchanneling prompts (regular vocalizations in English, for example, OK, umm gee, well, gracious, and better believe it, that impart to a questioner that we are listening to and taking after what is being said) can be incorporated into talk work on utilizing dialogs. Numerous talked talk markers are difficult to characterize and have different implications that are firmly attached to inflection (the utilization of voice pitch) and other articulation prompts. They additionally are imperative in managing conversational speech, however don't happen in composed speech and

are once in a while expressly taught. In particular, this movement concentrates on the pitch of the backchanneling prompts umm gee and gee umm to flag audience consideration, understanding, and invalidation or difference. These signs are connected with settled pitch designs so they have just about gotten to be intonational figures of speech. Their utilization and average inflection examples are shown in the built dialog underneath, with the emphasized syllable in boldface. The consideration or understanding marker typically has rising inflection (B1, A3), with the accent on the second syllable, though the nullification or difference marker falls in pitch and is emphasized on the primary syllable (B2)<sup>9</sup>.

A1: And in this way, it was a truly troublesome test.

B1: Umm gee (which means: Im listening or I concur).

A2: Have you ever taken material science?

B2: Hmm umm (which means: No). I heard it's truly hard.

A3: Umm gee (which means: I concur). It's route harder than I envisioned.

These two talk markers are verbal signals with conventionalized structures and pitches. They are likewise normally joined by physical signals (non-verbal communication). Umm gee is connected with a little here and there gesture of the head, while Hmm umm, as other negative markers in English, is joined by a little side-to-side head shake. Despite the fact that the non-verbal communication is not generally accessible as a prompt (as in phone discussions), figuring out how to make utilization of these and other talk markers implies additionally utilizing pitch and non-verbal communication fittingly. Such authority will advance general open capability. We trust that when understudies hone the straightforward frame and constrained talk employments of numerous talk markers in arranged dialogs (where innovativeness is at the very least), they will probably utilize them in impromptu speech. Figure 4 proposes a grouping of conversational exercises.

---

<sup>9</sup> Murphy, J. (1991). Oral communication in TESOL: Integrating listening, speaking, and pronunciation. *TESOL Quarterly*, 25, 51–74.

1. Inspire from understudies the capacities and implications of the talk markers (mindfulness).
2. Use controlled practice with articulation of talk markers utilizing sentences, for example, "I was truly terrified," replied by "Umm Hmm" (with rising sound to show the audience is focusing or is in assent), or "Have you ever been to Japan?," replied by "Umm Hmm" (with rising pitch to mean yes) or "Well Umm" (with falling inflection to mean no).
3. Use controlled practice with non-verbal communication connected with talk markers, if pertinent, for example, shaking the head from side to side to mean no for "Gee Umm" (with falling sound).
4. Pair understudies to practice dialogs, requesting that they concentrate on language, sound, and non-verbal communication.
5. Ask understudies to perform dialogs.

Showing talk markers may require the educator to adjust course reading dialogs since course reading dialogs every now and again do exclude these markers of soundness. The no significance in the dialog above is regularly composed as "No, I haven't," though the assent importance would likely be composed as "Yes, it is." The I'm listening importance is not effectively reworded. Adjusting course reading dialogs so understudies can distinguish and understand these talk markers should be possible by supplanting short replies with talk markers or by asking progressed or local English speakers to peruse the dialog, then pretend it without utilizing the content, utilizing talk markers that come to them normally in speech.

In English for scholarly purposes classes, understudies evil spirit strate authority obviously content through composing. During the time spent making composed items, understudies are relied upon to find connections and blend data from readings and addresses. A typical arrangement for investigating connections between thoughts is correlation and differentiation. Understudies may look at two or more readings, perspectives, characters, or places.

Indeed, even in courses committed to perusing and composing, understudies invest energy listening and talking. When understudies have perused, taken address notes, and started to arrange their thoughts, they frequently examine content, a stage that gives a chance to practice pronunciation focuses in reasonable conversational trades. In talking about complexities, for example, understudies confront a prompt pronunciation need utilizing center, that is, the component in the sentence with the best accentuation, to flag differentiating components.

This capacity to stress what is vital or vital in talked talk is essential to coherence, particularly in global connections. The utilization of center to highlight differentiations was incorporated into an oral prewriting movement in an ESL composing class. The understudies' task was to draft a section looking at the elements of two autos. (The undertaking is versatile to an assortment of examinations, for example, lofts and places to shop.) The utilization of center to highlight differentiating components was consolidated into the instructional arrangement.

### **2.3 The role of pronunciation learning and teaching on learner's improvement of Speaking Skills**

The most critical piece of taking in a moment language lays on pronunciation; in this manner talking is so imperative in procuring and utilizing a language. Dan claims that language capability covers numerous viewpoints. Phonetics both in principle and practice constitute the premise of talking most importantly different parts of language and pronunciation is the establishment of talking. Great pronunciation may make the correspondence simpler, more casual and more valuable.

Inside the field of language instructing, thoughts on the benefit of showing pronunciation are regularly at difference. Some trust that instructors can do little to impact the regular course of English phonological improvement with its frequently not exactly tasteful results. Contentions against the unequivocal instructing of

articulation depend on two fundamental suspicions about the securing of second language phonology. Firstly it is for all intents and purposes unimaginable for grown-ups to procure local like articulation in a remote language. This is upheld by Elliot, Guiora, Brannon, and Dull, Major, and Oyama bringing up that factors, for example, age, identity, intellectual style and local language phonology have been appeared to impact learners' articulation. Furthermore, the work of Krashen contends that articulation is an obtained aptitude and that engaged guideline is, best case scenario pointless and at the very least hindering.

Others trust that instructing can assume an imperative part in helping learners create methods for enhancing their pronunciation and forming their demeanor toward the significance of articulation. The convenience of showing articulation is likewise a broadly bantered about subject in the language educating setting. Fraser presumed that most ESL educators concur that unequivocal pronunciation instructing is a key a portion of language courses and certainty with articulation permits learners to connect with local speakers, which are fundamental for all parts of their semantic improvement.

The field of advancement exploration shows that educators can have an observable effect if certain criteria, for example, the instructing of suprasegmentals and the connecting of pronunciation with listening practice, are satisfied. Pronunciation guideline has had a tendency to be connected to the instructional strategy being utilized. Pronunciation was verging on insignificant and in this manner rarely taught in the linguistic use interpretation strategy. With the development of more all encompassing, informative strategies and ways to deal with ESL guideline, articulation is tended to inside the connection of genuine correspondence.

It is compelling pronunciation showing that offers learners a real decision by they way they convey what needs be. Carter and Nunan portray the intricacy of the procedure of second language procurement as a natural as opposed to direct process and understudies need to begin articulation lessons early and proceed through abnormal state Academic English levels. Moreover, pronunciation

showing techniques ought to all the more completely address the issues of inspiration and introduction by making consciousness of the significance of articulation and giving more presentation to include from local speakers.

Pronunciation is the establishment of talking. English, both composed and talked, has been acknowledged as the overwhelming method for correspondence for the vast majority of the world yet a few mistaken assumptions have been brought about by unseemly pronunciation. Poor pronunciation can sentence learners to less social, scholastic and work progression than they merited. Great pronunciation may make the correspondence less demanding and more casual and in this way more effective. All learners rate pronunciation as a need and a zone in which they require more direction. In spite of the fact that the investigation of remote accents has dependably been an interest for a few analysts, the educating of articulation and oral aptitudes by and large in outside and second language classrooms has regularly been low on the rundown of needs.

The sixteenth Educational Conference held in Melbourne in 2003 by Germana ECKERT, Insearch Language Center concerning Productive Skills in the Academic English Curriculum demonstrated that the principle center of the momentum scholarly English educational modules generally rules out articulation work. There are two critical purposes behind this. Firstly is the significance of good written work capacity in scholastic English. Understudies rapidly discover that written work is viewed as more vital than different abilities as it is weighted more in most tertiary foundations in Australia. Educators invest more energy chipping away at understudies' composition and sentence structure aptitudes all together that understudies are best arranged for exams and particularly composed exams. The time element is the second essential factor which causes understudies and instructors to leave little time for pronunciation in the classroom.

Gilbert guarantees that: Pronunciation has been something of a vagrant in English projects far and wide. Why has pronunciation been a poor connection? I think it is

on the grounds that the subject has been penetrated to death, with excessively few results from an excessive amount of exertion.

The vast majority of the writing on articulation manages what and how to educate, while the learner remains a noiseless theoretical in the classroom. Morley underlines that the common spotlight on pronunciation showing these days ought to be on planning new wave instructional projects. In addition she focuses on that these instructional outlines ought to consider language structures and capacities, as well as issues of learner self-inclusion and learner methodology preparing. As such, understudies who have built up the aptitudes to screen and alter their speech designs if essential ought to wind up dynamic accomplices in their own particular learning. Yule, Hoffman and Damico declare that self-observing is basic for making free and capable learners and is an essential part of the cognizance raising procedure. At last, development exercises are made for understudies to consolidate the language in their own particular use.

Kriedler states that right and clear pronunciation are impressively critical in language learning. Without them, learners may not be comprehended and might be ineffectively seen by other English speakers. They need trust in their capacity to talk. Great pronunciation requires significant investment to develop, as there are numerous elements included. Learners need to hear a considerable measure of English before they can build up a vibe for the hints of English. The learners turn out to be more certain and inspired in taking in the language in light of the showing helps and materials, for example, tape recordings of local speakers, pictures of mouth and verbalizations utilized as a part of the class alongside the procurement encouraging feedback.

Pronunciation is an imperative element in the speech process (talked language) when the speaker accomplishes the objective to convey adequately by being caught on. The speech procedure is a procedure that includes a few stages, starting with the speaker's thoughts and consummation with the comprehension of those thoughts by the audience.

Dauer states that the speaker considers, chooses what he or she is going to say and articulates the thoughts and sentences of a specific language. The speaker's mind then changes the words and sentences into nerve driving forces that it sends to the muscles in the speech organs. The speaker's speech organs move. The lungs push air up through the larynx and into the mouth and nose. The air is molded by the tongue and lips and leaves the speaker's mouth as sound waves. The sound goes through the air. Here and there, the sound is changed into electrical signs, as in a phone or recording device, and afterward is changed once again into sound waves by an electronic speaker. The audience hears the sounds when the sound waves hit his or her ear. The ear changes the sound waves into nerve motivations and sends them to the cerebrum. The audience comprehends the message. The audience's mind distinguishes particular speech sounds, deciphers them as words and sentences of a specific language, and makes sense of their importance. The significance of good articulation begins from the procedure of the speech organs move (pronunciation) which is identified with the capability of the speakers until the sounds goes through the air.

Dauer declares that anytime in this procedure, there could be an issue that outcomes in the message expected by the speaker not being comprehended by the audience. Successful oral correspondence relies on upon exactness in all stages. The verbalization of specific sounds is incorporated that the audience recognizes some speech sounds erroneously or makes sense of an alternate significance from the one planned by the speaker. Issues are recorded as takes after:

- The speaker does not know the right words or syntax to put his or her thought into language.
- The speaker can't create a specific sound.
- There is an excess of foundation clamor or an awful phone association.
- The audience is in need of a hearing aide.

- The audience recognizes some speech sounds erroneously or makes sense of an alternate importance from the one expected by the speaker.

Research has contributed some essential information on elements that can impact the learning and educating of pronunciation abilities. Celce-Murcia, Brinton and Goodwin, Gillette, Graham and Pennington talk about age and local language. They concur that grown-ups discover articulation more troublesome than youngsters do and that they presumably won't accomplish local like pronunciation. However encounters with language learning and the capacity to self-screen, which accompany age, can counterbalance these confinements to some degree. These encounters incorporate the sum and kind of earlier articulation direction. Related involvements with such articulation guideline may impact learners' prosperity with current endeavors. Learners at higher language capability levels may have created ongoing, methodical articulation mistakes that must be recognized and tended to. The capacity to perceive and disguise remote sounds might be unequally created in various learners. Learner disposition and inspiration identified with an individual's identity and learning objectives can impact accomplishment in pronunciation. Disposition toward the objective language, society, and local speakers; level of cultural assimilation (counting introduction to and utilization of the objective language); individual character issues; and inspiration for learning would all be able to bolster or hinder articulation aptitudes improvement.

As of late, there has been a more prominent accentuation on educating skilled articulation, particularly in ESL/EFL classrooms. This is because of the expanding acknowledgment that poor pronunciation can bring about significant issues for learners, for example, correspondence breakdowns, nervousness, stereotyping and segregation. However English pronunciation is ignored in classrooms all through the world today, including Asia. One reason that it is dismissed or disregarded is on the grounds that very few English pronunciation showing procedures or systems are accessible to instructors in the classroom. Lu inferred that learners of ESL in Hong Kong have poor English articulation since they appear to do not have an

information of English sounds. There is no practice in utilizing phonetic images required as a part of the educational programs. Additionally educators of English pronunciation don't get important expert preparing in the utilization of phonetic images. The reason is not unwillingness to show pronunciation, but rather vulnerability with reference to how best to help learners' articulation is a standout amongst the most troublesome zones for learners and in addition instructors.

There are two contradicting sees on the educating of articulation in the ESL classroom. One perspective holds that the motivation behind showing pronunciation is to kill all hints of a remote accent through articulation drills. The other perspective holds that the instructing of articulation is worthless after a specific age because of a diminishing capacity among learners to create local like pronunciation in a moment language. Avery and Ehrlich affirm that neither of those perspectives is totally exact. Factors that ought to be considered as affecting the obtaining of the sound arrangement of a second language are science, socio-society, identity, and semantics. These components may keep learners from accomplishing local like articulation in a brief moment language, so it is vital that instructors set practical objectives. Kachru and Kachru and Nelson urges English language instructing specialists to consider relevant substances before receiving academic models of worldwide English; language training ought to reflect how the language is utilized as a part of that particular society. Jenkins recommends that idea of a learning model is still constrained to the class of local assortments as opposed to grasping all diverse assortments of English to maintain a strategic distance from conceivable perplexity and irregularity in their language learning.

Celce-Murcia, Brinton and Goodwin, Gillette Graham and Pennington concur that the learner's first language impacts the pronunciation of the objective language and is a huge component in representing outside accents. Purported impedance or negative exchange from the main language is liable to bring about blunders in desire, inflection, and cadence in the objective language and articulation of the essential arrangement of the vowel or consonant and so forth.

Fraser included that in the mission for successful educating, it merits diagnosing precisely the way of the challenges that might be experienced. There is a noteworthy aptitude part for learners. Articulation is not only a subjective 'realizing that', it is likewise a physical 'knowing-how', like playing a game or musical instrument. Learners need inspiration and time to truly hone pronunciation. It merits investing class energy talking about with learners their own particular thoughts regarding what is included in realizing pronunciation. Lu asserts that learners recommend they ought to work on talking. Learners need assistance in overcoming both their desire that articulation is a subject which can be scholarly by listening to an instructor, and the mental and social obstructions that make it troublesome for them to hone adequately. Likewise, there is additionally a noteworthy psychological segment in articulation realizing, which is considerably less frequently recognized. It is helpful to consider figuring out how to declare another language as including a sort of idea arrangement as opposed to as a simply physical ability.

The instructors must concentrate on two regions. Firstly, learners must be made mindful of parts of their articulation that outcome in other individuals being not able comprehend them. Also, learners must be given the chance to practice parts of the English sound framework which are significant for their own particular change. Firth expressed that learners' accomplishment of a close impeccable standard may separately differ to the degree in inspiration, affectability to precision, age and instruction elements which are past an instructor's control.

Be that as it may, instructors ought to pay consideration on the improvement of self-redress procedures and self-observing techniques. Self-adjustment is the capacity to right oneself when an articulation mistake has been called attention to by educators or companions. It is important that the instructor create techniques which will permit the learner to self-right and self-screen by concentrating on inspiration (learners ought to comprehend why precision of oral generation is essential), clarifications (depiction and exhibit proper to capability levels), rehearse

(satisfactory chances to practice) and criticism (get strong and exact input from educators and learners in class).

The part of articulation in schools of language educating has fluctuated broadly from having for all intents and purposes no part in the syntax interpretation technique to being the fundamental center in the sound lingual strategy where accentuation is on the conventional thoughts of pronunciation, negligible matches, penetrates and short discussions. Situational language instructing, created in Britain, likewise reflected the sound lingual perspective of the articulation class states:

The pronunciation class... was one that gave essential thoughtfulness regarding phonemes and their significant differentiations, natural allophonic varieties, combinatory phonotactic standards, and pronunciation of the fundamental development of vowel or consonant and so forth., along with...attention to push, cadence, and sound.

Amid the late 1960s and the 1970s, inquiries were gotten some information about the part of articulation in the ESL/EFL educational modules, whether the center of the projects and the instructional techniques were viable or not. Articulation projects were seen as "negligible non informative penetrate and-practice gambits".<sup>10</sup> In numerous language programs, the instructing of pronunciation was pushed aside, the same number of studies inferred that little relationship exists between showing pronunciation in the classroom and achieved capability in pronunciation. The most grounded elements found to influence pronunciation, i.e. local language and inspiration, appeared to have little to do with classroom exercises.

Suter and Purcell presumed that pronunciation rehearse in class had little impact on the learner's articulation aptitudes. The achievement of exact pronunciation in a moment language is a matter generously outside the ability to control of

---

<sup>10</sup> Ducate, L. & Lomicka, L. 2009, 'Podcasting: an effective tool for honing language students pronunciation?', Language Learning & Technology, vol.13, no.3, pp.66-86.

instructors. They qualified their discoveries by expressing that factors of formal preparing and the nature of the preparation in articulation could influence the outcomes, as would the range of pronunciation that had been underscored, that is "segmentals" (singular hints of language) or "suprasegmentals" (the 'musical examples' of English, song, pitch examples, beat, and timing designs. Pennington expressed that there was "no firm premise for affirming completely that articulation is not open to instruction or that it is not worth investing energy in." Pennington scrutinized the legitimacy of Suter and Purcell's discoveries as the factors of formal pronunciation preparing and the nature of the educating could influence any exploration results. Additionally, Stern expressed that "There is no persuading experimental confirmation which could help us sort out the different positions on the benefits of articulation trainings".<sup>11</sup>

On the off chance that the above perspectives speak to a split in the educating of pronunciation, what can the educator do to enhance their understudies' articulation if change can be acquired? Jones, Rusman, and Evans found that understudies with earlier presentation to phonological tenets and standards, in spite of the fact that they don't generally create more exact pronunciation, appear to be better prepared to survey their own particular speech and to be more mindful of their specific issues.

Changing points of view toward language learning and educating have affected a move from instructor focused to learner-focused classrooms. Inside the field of instruction in the course of the most recent couple of decades a steady however noteworthy movement has occurred, bringing about less accentuation on instructors and educating and more prominent weight on learners and learning. This change has been reflected in different routes in language training and connected phonetics, going from the Northeast Conference paper entitled 'Moving the Instructional Focus to the Learner a yearly Learners' Conference' held in conjunction with the TESL Canada tradition since 1991, 'Key takes a shot at the

---

<sup>11</sup> Jenkins, J. 2004, 'Research in teaching pronunciation and intonation', Annual Review of Applied Linguistics, vol.24, pp. 109-125.

learner-focused educational modules' and 'Learner-centredness as Language Education'<sup>12</sup>.

Simultaneously, there was a movement from particular phonetic skills to more extensive open abilities as objectives for instructors and understudies. Morley expresses the requirement for the mix of pronunciation with oral correspondence, with more accentuation from segmentals to suprasegmentals, more accentuation on individual learner needs, and significant assignment based practice and presenting peer rectification and gathering association. Research has demonstrated that showing phonemes is insufficient for coherence in correspondence. With the accentuation on important correspondence and Morley's preface, that "coherent pronunciation is a crucial segment of correspondence skill", instructors ought to incorporate articulation in their courses and anticipate that understudies will do well in them. Without sufficient articulation aptitudes, the learners' capacity to impart is seriously constrained. Morley trusts that not taking care of an understudy's need is a repeal of expert obligation.

Other examination offers backing to Morley's conviction of the requirement for expert obligation when a given non-local speaker's pronunciation falls underneath the level at which he or she will have the capacity to convey orally regardless of how great his or her control of English language structure and vocabulary may be. Gilbert trusts the abilities of listening perception and articulation are reliant so that if speakers can't hear English well and can't be seen effectively, they are cut off from discussion with local speakers. Nooteboom likewise has recommended that speech creation is influenced by speech observation; the listener has turned into an imperative component in correspondence talk. This shows the need to coordinate pronunciation with informative exercises to give the understudies circumstances to build up their articulation by listening and talking. The ebb and flow research and the ebb and flow pattern inversion in the reasoning of articulation shows there is an accord that a learner's pronunciation in an outside language should be taught in

---

<sup>12</sup> Jenkins, J. 2004, 'Research in teaching pronunciation and intonation', Annual Review of Applied Linguistics, vol.24, pp. 109-125.

conjunction with informative practices for the learner to have the capacity to discuss adequately with local speakers.

Pronunciation preparing incorporates smaller scale level ability (exactness based learning), full scale level aptitude (familiarity based learning) and mindfulness raising classroom exercises. At the smaller scale level ability, learners ought to be prepared both in segmental (an investigation of sounds) and suprasegmental elements (preparing in anxiety, inflection, beat. Celce-Murcia, Brinton and Goodwin depict segmentals as the fundamental stock of particular sounds and demonstrate the way that they consolidate to shape a talked language. On account of North American English, this stock involves 40 phonemes, which are the essential sounds that serve to recognize words from each other. Pronunciation guideline has frequently focused on the dominance of segmentals through segregation and generation of target sounds by means of drills comprising of insignificant sets.

Segmentals and suprasegmentals rise above the level of individual sound generation and are delivered unwittingly by local speakers. Be that as it may, suprasegmentals stretch out crosswise over segmentals. Since suprasegmental components give significant setting and bolster (they decide importance) for segmental generation, they are given a more conspicuous spot in articulation direction.

Suprasegmentals incorporate anxiety, cadence, modification in associated speech, unmistakable quality, and sound. Anxiety is a blend of length, tumult, and contribute connected to syllables a word e.g. Cadence is the normal, designed beat of pushed and unstressed syllables and delays e.g. with feeble syllables in lower case and focused on syllables in capitalized.

Alteration in associated speech is change of sounds inside and between words in floods of speech. Unmistakable quality is the speaker's demonstration of highlighting words to stress importance or aim. Sound is the rising and falling of

voice pitch crosswise over expressions and sentences. There are, likewise, solid contrasts in affectation, anxiety and pitch among the different territorial assortments of English e.g. American, Australian, Indian, and nearby UK vernaculars. Globally, English instructors allude in their educating to the sounds, anxiety and pitch of The International Phonetic Association (IPA).

Speech can be separated into articulation and pitch, precision and familiarity or can be ordered as far as systems or it can be viewed as a type of association and broke down utilizing the techniques for pragmatics or talk investigation. This implies the exact speaker may convey adequately. It ought to incorporate all parts of English articulation and the objective of pronunciation instructing is to encourage open adequacy.

## **Chapter III. The problems of working out set of exercises on noun phrases for young learners**

### **3.1 The problems of teaching Pronunciation**

Instructors ought to concentrate on the necessities of their learners as opposed to sum up the educating of pronunciation. At that point, EFL educators should know about this and coordinate this information in their classes. Underhill and Griffiths have brought up that showing pronunciation has been ignored by educators. They agree that when articulation is examined or centered around in the classroom it tends to manage particular pronunciation issues that happen in the exact snippet of understudy execution. Thus it is of imperative significance for instructors to have very much created arrangements to address pronunciation issues in the most ideal way.

A remarkable issue of showing articulation is the thing that to educate about it. There are imperative pronunciation viewpoints that instructors ought to consider. Firstly, they ought to know that they will discover the same number of various pronunciation issues as they have understudies. Besides, instructors must know about the primary language phonetic framework obstruction and thirdly, that they should have an attractive learning about varieties and contrasts and also have legitimate hypothetical pronunciation information. When educators have seen the truth of these articulation viewpoints they will have the capacity to consolidate pronunciation clarifications in their lesson arranges and by doing as such will help their understudies in accomplishing agreeable articulation without a doubt and fruitful correspondence. Besides, educators will "empower learners to surpass the edge level so that their articulation won't bring down the capacity to convey" .

In the principal levels of English, understudies ought to be taught phonetics and phonology, which are the two fields of pronunciation study. Phonetics alludes to the investigation of sounds while phonology "is worried with how sounds capacity in connection to each other in language". A sound information of both will give

understudies the capacity to hear and amend botches all alone while learning pronunciation.

As per Szynalski and Wojcki, all learners of English claim that they don't have to study articulation. A hefty portion of them are persuaded that it is basically an exercise in futility. They simply need to convey in English and, the length of they are seen, little else matters. Clearly the fundamental reason for educating and adapting any outside language is to empower understudies to impart in the objective language. If so, the importance of "correspondence" merits clarifying. In a nutshell, it intends to comprehend and be caught on. An impressive number of learners believe that they can impart in English since they can speak with their instructor and different understudies. In any case, they blunder in their reasoning.

Most importantly, as Szynalski and Wojcik contend, an instructor can comprehend his understudies a great deal more effortlessly than a normal individual since his ear is utilized to 'awful English'. Furthermore, different understudies are frequently speakers of the same language, have comparable pronunciation examples and commit the same errors so it is simple for them to see each other. Thirdly, the classroom circumstance is not 'genuine'; it happens at school and understudies by and large don't have a chance to converse with local speakers. In this association, it is certain that heading off to an outside nation and conversing with common individuals is the most ideal approach to work on talking aptitudes. In the event that they can comprehend a learner, then he can rightly say that he can impart in English. Certainly, it is a huge accomplishment.

Tragically, various instructors don't know about the significance of articulation. In any case, they accentuate the part of sentence structure and vocabulary learning in the procurement of a remote language. The dominant part of English language instructors help understudies get to be able most importantly in listening and peruser. Besides, a significant number of them believe that pronunciation study is excessively troublesome and more regrettable, exhausting for youthful learners. In addition, instructors grumble about the absence of high caliber and reasonable

educating and learning materials and about the absence of time to practice articulation. As indicated by Harmer, 'they feel they have an excessive amount to do as of now and articulation instructing will just compound the situation.' Moreover, Harmer includes that there are educators who guarantee that understudies get very great pronunciation over the span of their studies without particular articulation educating.

Be that as it may, the securing of sensible pronunciation by a few understudies with no exertion from the side of the instructor relies on upon various factors. Kenworthy determines some of them, specifically the phonetic capacities of learners, integrative inspiration and 'accomplishment inspiration.' Equally, it gives the idea that the quantity of understudies who welcome the significance of good articulation is restricted. Considering these truths, educators should persuade their understudies of the need to study articulation thoroughly and help them to figure out how to declare English sounds effectively. Besides, it is enticing to propose that the main English lesson ought to manage pronunciation. On the off chance that understudies don't have a chance to practice great pronunciation toward the start of their learning, they may assemble their propensities in the wrong way. Thus, learning words without articulation amid starting lessons is conceivably harming to their general achievement.

It is for the most part perceived that pronunciation is the first and most essential thing local speakers notice amid a discussion. Knowing language structure and vocabulary is essential yet pointless if the speaker can't proclaim those structures or words accurately. Also, local speakers will probably comprehend somebody, even regardless of syntactic mistakes, on the off chance that this individual uses right articulation. Whenever misspoke, the least difficult words will keep the speaker from imparting successfully in English.

With a specific end goal to accentuate the significance of this issue, I might want to present one account about poor articulation. Subsequent to coming back from a get-away in the USA, a companion of Tom's said the accompanying (Szynalski-

Wojcik), 'At whatever point I addressed a man in America, they continued asking me " What? What?'. I would rehash my sentence over and over. At long last they would say " Ah-ha!" and afterward say my sentence, utilizing precisely my words! It was exceptionally mortifying. My words and sentence structure were great, yet no one would comprehend me, on account of my articulation. I am extremely roused to learn English now.' This case shows that right articulation ensures open effectiveness. Such encounters underline that pronunciation is a basic piece of correspondence. One may reason that without appropriate pronunciation no one can say that he or she knows the English language.

Harmer likewise contends convincingly that it is because of pronunciation showing that understudies not just get to be mindful of various sounds and sound components, however can likewise enhance their talking incomprehensibly. Therefore, he asserts that 'focusing on sounds, indicating where they are made in the mouth, making understudies mindful of where words ought to be focused on - every one of these things give them additional data about communicated in English and help them accomplish the objective of enhanced appreciation and understandability.'

A few educators assert that articulation instructing is disheartening in light of the fact that not very many learners accomplish local like pronunciation. In any case, it merits underlining the way that local like articulation might be an objective just for a few, and not all learners. As per Kenworthy, 'for the dominant part of learners a much more sensible objective is to be serenely clear'. Despite the fact that for this situation articulation is not perfect, solid phonetic obstruction from the local language is not present and we can comprehend a learner. Harmer likewise keeps up that "impeccable" pronunciation is accomplished amazingly once in a while by understudies. Besides, some of them would prefer not to sound like local speakers. Much of the time, they incline toward holding their outside accent, which is a piece of their character.

Intentionally or unwittingly, educators are continually showing articulation by one means or another. There are five distinctive levels, at which instructors can deal with pronunciation in the language classrooms. They are mechanical (e.g., reiteration of insignificant sets); contextualized (e.g., redundancy of watchwords in a listening section); important (e.g., decision of right word in a sentence or perusing entry); practical (e.g., a pretend of a circumstance like one that one may confront, in actuality); and genuine (e.g., speech of the understudies' genuine circumstance or concerns). Be that as it may, in EFL classrooms, clarifications on parts of pronunciation are through blunder remedy and from time to time are express and point by point clarifications gave to understudies.

Whether educators know or not, they are continually showing articulation by acting naturally one of the principle wellsprings of data of the EFL in the classroom. For quite a while instructors have utilized boring as an approach to educate and rehearse articulation (Tice, 2004). In spite of the fact that the abuse of boring is not worthy these days, this system remains a helpful action in the classroom in the event that it is connected suitably. For instance, drills can help understudies to pick up certainty since they hone articulation as a gathering and there is no open door for others to ridicule some individual if s/he misspeaks a word.

Tice has specified that "for drills to be important, learners need to comprehend what they are being requested that say. Dull droning of decontextualized language is not helpful to anybody" ("When We Should Drill," para. 1) The undertaking of the educator when boring is to furnish understudies with a model of a specific structure or just to rehash a word they have as of now seen and make them declare as one. This procedure helps understudies to fabricate certainty and spotlight on pronunciation issues with the goal that they can attempt to overcome them. It ought to be

### **3.2 Integrating Pronunciation into EFL speaking classes**

Celce-Murcia, Brinton, and Goodwin give a five-stage model to showing pronunciation informatively. Their model for the most part moves from bringing issues to light of a part of articulation, to observation or centered tuning in, to oral practice. For segmental and suprasegmental components, oral practice advances from controlled practice in oral perusing, to semistructured hone in data hole exercises and dialogs, to less organized open practice. At the end of the day, the oral practice moves from an attention on phonological structure to a double concentrate on structure and importance.

Educators can apply this system in different routes, however in our classroom and instructor preparing knowledge, it is generally connected in two routes, contingent upon what ability is vital to a course. In classes committed to pronunciation, for instance, instructors apply the system for the most part by moving from controlled articulation practice to less organized, open talking rehearse. For this situation, be that as it may, instructors regularly invest the dominant part of energy in controlled or guided practice, and give short shrift to the more informative end of the pronunciation range. Real talking practice is typically irrelevant to articulation or disregarded by and large.

In courses gave to talking or oral correspondence, educators apply the system by moving the other way, beginning with less organized talking rehearse and maybe moving into pronunciation. For this situation, nonetheless, instructors regularly address pronunciation unsystematically, applying it fundamentally as a remedial measure when blunders are too conspicuous to be in any way disregarded.

In any case, understudies regularly neglect to get the full scope of practice exercises they requirement for enhancing talking and pronunciation. Therefore, notwithstanding when educators need to show pronunciation openly, they have little feeling of how to

mesh it adequately into a listening and talking or all-aptitudes course so it comprises of more than specially appointed rectifications, however does not take up so much time that the informative objectives of the course are dismissed.

So also, existing course books offer two essential streets for coordinating articulation and talking direction. From one viewpoint, albeit current pronunciation based writings incorporate informative exercises, most are composed around articulation includes and are not reasonable as essential writings in oral correspondence courses. Then again, a striking component of numerous talking based or incorporated aptitudes writings is the nonattendance of unequivocal, maintained spotlight on pronunciation. At the point when pronunciation is incorporated, it as a rule addresses listening cognizance or comprises of precisely controlled oral perusing or redundancy. Talking focused pronunciation direction, when it shows up by any stretch of the imagination, comprises of precisely controlled oral perusing or redundancy. The ebb and flow circumstance intently takes after that depicted 10 years prior, where one analyst found that, in oral correspondence writings, "exercises based on talking and listening are tremendously more regular . . . than are pronunciation exercises".<sup>13</sup>

The main rule, that guideline ought to concentrate fundamentally on suprasegmentals (e.g., stress, mood, sound), originates from the conviction that dominance of suprasegmentals is. "Notwithstanding when instructors need to show pronunciation openly, they have little feeling of how to mesh it successfully into a listening and talking or all-aptitudes course so it comprises of more than specially appointed remedies, however does not take up so much time that the informative objectives of the course are dismissed"

The second guideline depends on a suspicion that "an pronunciation syllabus ought to start with the amplest conceivable center general talking and move step by step in on particular issues". It likewise expect that pronunciation is a subset of the

---

<sup>13</sup> Levis, J. 2007, 'Computer technology in teaching and researching pronunciation', Annual Review of Applied Linguistics, vol. 27, pp.184-202.

essential expertise ranges of talking and listening and, all things considered, ought to dependably be taught with reference to those abilities. As experienced articulation instructors know, understudies who can deliver new sounds when they concentrate just on pronunciation confront a huge hole in utilizing their new articulations as a part of significant correspondence. We along these lines expect that joining articulation into a talking educational programs is vital in crossing over this hole. Showing pronunciation with regards to talking likewise implies that elements that are focused on ought to be those that emerge actually from the talking action and add to the achievement of the communication. This is as opposed to most ways to deal with tending to pronunciation, which just by chance relate articulation elements to achievement in talking errands.

The third standard identifies with the assortments of assignments that make up talking. Speakers can in some cases exploit the chance to arrange, as in numerous formal talking undertakings, for example, giving presentations and instructing. At different times, speech is unconstrained, with the talk being coconstructed over the span of talking. Conventional pronunciation direction, which most every now and again expect cautious readiness and arranging, is more qualified to formal talking undertakings that take into consideration arranging. Be that as it may, understudies additionally should have the capacity to utilize pronunciation as a device in moderately impromptu discussion, and guideline must address those issues too. Coordinating pronunciation into the talking classroom ought to address arranged and spontaneous talking.

The accompanying exercises are illustrations of courses in which key pronunciation components can be joined into talking undertakings expected to help understudies create oral relational abilities: (a) word clarity out in the open talking, (b) thought bunches in narrating, (c) sound in discussion, and (d) center in examinations. Reliable with our three standards, every action offers need to suprasegmental components, incorporates a particular spotlight on pronunciation

while keeping up an expansive spotlight on talking and correspondence, and fits the parameters of the talking undertaking.

Oral presentations, a typical task in a wide assortment of ESL/EFL classes, offer chances to target numerous pronunciation abilities with negligible class direction. Issues, for example, stating, beat, and sentence center are particularly profitable in this arranged setting. One other region that is particularly influenced by arranging is word clarity.

Word clarity envelops whatever challenges understudies have in saying words with the goal that audience members can comprehend them. This can incorporate consonant and vowel sounds, the stretching of focused on vowels, stress designs in multisyllabic words, and the articulation of lexical units, for example, then again or to aggregate up.

This sample shows that suprasegmentals, however generally more material to talking assignments, are not generally simple to discrete from segmentals. Both sorts of mistakes may cumulatively affect coherence. To start with, the word attributes did not coordinate the anxiety design (a suprasegmental issue) expected by the audience members, which influenced the comprehensibility of the articulation. This adjustment in anxiety likewise influenced the pronunciation of vowels (for the most part a segmental issue), which is an essential piece of information to push for local speaker audience members. Likewise, late proof recommends that the off base pronunciation of consonant sounds can influence an audience's capacity to effectively disentangle speech, particularly when the audience and speaker are nonnative speakers and don't have the same local language.

Consolidating chip away at word clarity has two principle components, the understudies' decisions and the instructor's input. As understudies set up their oral presentations, they are requested that distinguish five watchwords they need to declare unmistakably. Contingent upon their consciousness of their pronunciation,

understudies can distinguish these watchwords with or without the educator's help. They ought to then set up their presentations; hone them orally, giving careful consideration to their pronunciation of the watchwords; record their presentations; and compose a self-assessment to submit alongside their recordings. The educator then listens to the tapes, giving oral (recorded) or composed criticism, or both, on general talking, association, and the articulation of the catchphrases. The instructor can recommend up to five more words that were hard to comprehend for the understudies to hone. The understudies then modify and practice their presentations before giving them in class. The last assessment incorporates pronunciation of all the catchphrases recognized by the instructor and understudies. One educator who needed to fuse articulation rehearse into an officially full course stack communicated the accompanying after she attempted this movement.

It wasn't a colossal time responsibility . . . what's more, the understudies appeared to be excited with the individual consideration as a tape that they could play at home. Be that as it may, more than the practice it gave the understudies, I found that I turned out to be more mindful of ranges that we have to chip away at . . . . Something about expelling the appearances and non-verbal communication helped me truly hear the understudies' voices.

Taking a shot at articulation with regards to presentations offers a few favorable circumstances. To begin with, instructors can concentrate on individual qualities and shortcomings so that understudies' abilities can be better evaluated and guideline focused on all the more viably. Listening to understudies each one in turn helps instructors recognize basic issues all the more effectively with the goal that they can address these issues later in class. Moreover, in light of the fact that understudies can arrange their presentations and convey them moderately free from intrusion, they have the open door, with instructor info, to distinguish words and expressions that are hard to affirm. Understudies can, for instance, record their practice sessions on audiotapes (or as advanced documents on the PC) so that the instructor can listen and give criticism before the genuine presentation. Free

discussion offers minimal such open door. Contingent upon the understudies' solace level with presentations, this action can extend from an assignment looking like oral perusing to one that is less controlled, basing on watchwords, as in the undertakings portrayed by Yule and

Macdonald. In any case, the chance to arrange, a key component of the talking errand, permits understudies to focus on their pronunciation of key vocabulary.

Understudies in a wide range of ESL classes offer individual stories in composing and in talking. Individual stories are only one kind of account in a class that incorporates tales, children's stories, and daily paper stories. Stories offer a rich setting for improving language aptitudes, particularly at the moderate levels of capability, where understudies are most happy with talking about themes related fundamentally to self and their quick surroundings. Since stories include series of sentences or passage level talk, they give a decent medium to honing another high-need suprasegmental element thought gathering, otherwise called lumping or stating.

Speakers of English sort out long extends of speech into short, important, linguistic units called thought bunches. On the off chance that speakers don't isolate the flood of speech into significant expressions, audience members experience issues handling the speech, regardless of how unmistakably every word is maintained. Gilbert offers this case of a long sentence isolated into generally short groupings (cut imprints indicate delays): "The sign says that development/will be done by April,/however that was clearly idealistic"<sup>14</sup>. Numerous professionals trust that moderating the rate of speech and consolidating words into important pieces can enhance familiarity and in addition general understandability.

To finish up the pertinence of the exercises proposed by Chela-Flores. She expresses that "if the right sentence center is given from the earliest starting point, the understudy has all the more an opportunity to alter the example with the right

---

<sup>14</sup> Lord, G. 2008, 'Podcasting communities and second language pronunciation', *Foreign Language Annals*, vol.41, no.2, pp.364-379.

musicality and pitch than if it is presented at a later stage in an articulation course, separated from the project overall." She additionally says that if the guideline of pronunciation of quick needs is coordinated in each unit of the project, as she herself recommends, "the phonological viewpoints will be reused again and again, offering time to change in accordance with the new stable framework."

Toward the end of her article, Bertha Chela-Flores states the significance of accepting this essential educating with more backing from exact exploration, and she likewise says that her proposition ought to be gone for with understudies from other language foundations, a difference amongst EFL and ESL situations ought to be made, furthermore amongst youngsters and grown-ups.

As indicated by Moreley, pronunciation instructing ought not be done in disconnection. For grown-up learners, it ought to be viewed as "a vital piece of oral correspondence". The joining of pronunciation educating can be an exceptionally powerful thought to show articulation for a brief timeframe. Besides, educating supra-segmental elements of articulation is tedious and does not offer understudies to apply that learning in the more extensive connection of language utilization. "At whatever point learners hear English or attempt to talk themselves, they are 'doing articulation work'; each lesson is an pronunciation lesson; each time the speaker talks he or she is exhibiting talked model"<sup>15</sup>. In any case, combination of pronunciation into language class ought to address two main considerations. There ought to be the consistency and arranging connected with incorporation, and there ought to be the learners' part of self-observing. Something else, combination would not be an effective thought. Kenworthy (has recommended some methods for incorporating pronunciation. He has said that pronunciation ought to be coordinated with vocabulary undertakings, for example, word development, stress examples of word, GPC rules, word improvement, and syllable examples.

A double center system: Moreley has built a "Double Focus Framework" in light of the reasoning of articulation instructing as a vital piece of oral correspondence. The

---

<sup>15</sup> Action, W. (1984). Changing fossilized pronunciation. TESOL Quarterly, 18(1), 71-85.

Dual Focus Framework joins "a miniaturized scale level spotlight on speech generation (i.e., an attention on discrete components of pronunciation in a base up sense) and a full scale level spotlight on speech execution (i.e., an emphasis on general components of coherence in a top-down sense)". At small scale level (discrete level), the base up methodology works. That implies the principle center is on "contextualized adjustment of vowel consonant sounds (their diminishment, blends, elision, and absorption); on the particular elements subsumed under the rubric of anxiety, beat, and pitch; and on elements of rate, volume, and vocal qualities"<sup>16</sup>.

Then again, at large scale level (worldwide level) top down methodology works. This methodology focuses on "the blend of numerous parts of informative oral talk". This incorporates non-verbal conduct, effortless informative charge of language structure and vocabulary, capacity to proceed with speech, parts of coherence, clarity of speech and so on. The bottoms up and best down methodologies compare separately to the conventional and exploration based methodology. In view of the current research, the top down exploration approach which works at worldwide level is more compelling in EFL connection in Bangladesh. Maniruzzaman has included that showing EFL pronunciation ought to begin from the supra segmentals which are mandatory as these contribute more to comprehensibility than segmentals do.

In view of the investigation and basic examination of the diverse ways to deal with showing pronunciation, and what is by all accounts open to instruction and learnable for EFL classroom settings, I will now propose ten methods and exercises that, as indicated by powerful articulation analysts and my own experience, give off an impression of being helpful for learners and instructors alike. Presenting IPA images and learning of articulatory phonetics: Though the IPA images and information of articulatory phonetics may terrify understudies at the absolute starting point at tertiary level, this basic learning will inevitably help

---

<sup>16</sup> Fraser, H., (1999). ESL pronunciation teaching: Could it be more effective? Draft of AALA conference paper.

them to see each individual sound. In addition, articulatory phonetics helps them to know the spot of verbalization of each stable that maintains sounds accurately. At initially, this may appear tedious and troublesome, however once they know them, practice can change their insight into abilities.

Word references can be utilized as a part of the class at whatever point it is important. Learners frequently have a tendency to ask the right pronunciation to the educator while taking an interest in different exercises. Word reference can be utilized as a part of such case. On the off chance that learners look at the pronunciation all alone, their insight will be additionally continuing as visuals in the word references can appropriately shape the articulation. "For most learners, the visual picture created in such lexicon work is by all accounts recalled more promptly than basic sound-related criticism"<sup>17</sup>. In addition, understudies can be permitted to utilize their advanced mobile phone in the class with a specific end goal to hear and check the articulation through downloading different virtual products in their telephones. Instructors can utilize this procedure for the grown-up learners where logistics backings are not generally accessible. In any case, they ought to likewise screen the utilization of advanced mobile phone applications so understudies don't lose their consideration in the class.

Learners can be requested recording their own particular speech taking into account a composed script gave by the instructors and to being basic about their own pronunciations. At that point, they can be requested giving an oral presentation giving input all alone speech generation and pronunciation. In that presentation, they can specify both their improvements and blunders, and give revisions. This is the means by which they can create mindfulness of their speech instruction. Maniruzzaman notice the "displaying and individual amendment" where instructors give input on the consequences of understudies' self adjustment and examination.

---

<sup>17</sup> Jahan, N. (2011). Teaching & learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and Practice*, 2(3). 35-46.

Instructional exercise sessions and individual directing can be organized the understudies where instructors will discuss their individual issues and dole out some practice attempts to build up their articulation.

The teacher ought to show novel pronunciation components, for example, sounds, stress arrangement, tones to grown-up learners with the utilization of bearings. This can be exceptionally useful to the grown-up learners. While instructing these supra-segmental elements of pronunciation, instructors ought to begin "with names of individual, places and books and films, and after that features of the news paper, and different expressions". These are exceptionally useful for building up the feeling of anxiety and sound.

PC helped language learning or CALL can be connected for empowering independent learning. Along these lines, learners will have the capacity to discover their own blunders and errors, and check the segmental and supra segmental realistic representations. Instructors can utilize this strategy for demonstrating the visual picture of the sounds and images which can be extremely spurring. Educators can likewise propose pronunciation checking programming which understudies can use inside and outside the classroom where PCs and web are accessible.

This is an extremely regular and simple methodology for both the learners and educators to follow in class to create understandable articulation. A chose bit of composing which incorporates the troublesome sounds for the learners can be utilized as a part of the class as a material. Understudies can read them so anyone might hear before the instructors. Along these lines, both educators and understudies will have the capacity to recognize their constraints in pronunciation. Here, educators can utilize some signs for demonstrating the right course of pronunciation while the understudy will be perusing.

Despite the fact that associated speech is not the component of non-local speakers' pronunciation, understudies ought to be worried about the viewpoints for building

up their comprehension of the local speakers. They are not anticipated that would build up these components while talking; they need to have the information with the goal that they can build up their pronunciation. Osmosis, Linkage, Elision are the angles which are discovered English. Thus, a near study can be made for their speedy comprehension. With a specific end goal to stimulate their learning, recording of different accents ought to be played in the class and ought to be recommended to listen to outside the class.

Keeping in mind the end goal to create speech generation, making sound mindfulness is critical. Learners need to build up the consciousness of their own sound generation and the impression of what they are hearing. Hone with insignificant combines and tongue twisters may help them in building up this perceptual mindfulness. Tongue twisters likewise help the learners, particularly the learners who have impact of nearby accents on their speech creation. Making attention to "schewa" sound: In English "schewa" is the most critical sound. Understudies' consideration ought to be attracted to this sound at the earliest reference point through impersonation, redress and observation work. Understudies ought to be presented with all the letters and composite letters for which "schewa" can be purported.

## Conclusion

Although pronunciation instruction can be sensibly integrated into many types of EFL classes, it is particularly relevant to classes where speaking is central. An old truism about spoken language is that the way something is said is frequently more important than what is said. The way something is said obviously includes such things as vocabulary connotations, pragmatics of speech acts, and effective use of coherence. But it also must include pronunciation, which, when inadequate, has been implicated as a major factor in comprehensibility problems.

We have shown ways in which effective use of pronunciation features is crucial for effective spoken communication. Words must be recognized if listeners are to process speech. Speech is processed more easily if speakers chunk information in expected ways. Intonation is essential to management of conversational goals. Important cues about given and new information and about categories being contrasted with a topic are signaled by sentence focus. Other areas could easily be added to this list, such as the importance of shorter and longer syllables in creating spoken English rhythm. Awareness of how these and other pronunciation issues impact speaking can be enhanced through awareness building and explicit instruction. Such instruction is more likely to be productive when students can see how pronunciation improvement helps them communicate in English more effectively.

Through this qualification paper, we concluded that up-to-date approaches should be inserted into the language learning classroom, especially when it comes to integrate pronunciation with other skills. Notably, teaching pronunciation skill requires far more attention as well as effort. It is for the reason that students' ability to pay attention the words that they pronounce, but also knowing pronunciation affects the accuracy and fluency of the speech. The investigator believes that those results will be beneficial for her future teaching experience, and would like to apply several strategies from the research while teaching pronunciation as they have been very effective.

## Bibliography

1. Kenworthy, J. (1987). *Teaching English pronunciation: Longman handbook for language teachers*. New York: Longman Publishers.
2. Blanton, L. (1995). *The multicultural workshop, Book 2*. Boston: Heinle & Heinle.
3. Breiner-Sanders, K., Lowe, P., Miles, J., & Swender, E. (2000). ACTFL proficiency guidelines—speaking. *Foreign Language Annals*, 33(1), 13–18.
4. Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). *Teaching pronunciation*. Cambridge: Cambridge University Press.
5. Cutler, A., Dahan, D., & van Donselaar, W. (1997). Prosody in the comprehension of spoken language: A literature review. *Language and Speech*, 40(2), 141–201.
6. Firth, S. (1993). Pronunciation syllabus design: A question of focus. In P. Avery & S. Ehrlich (Eds.), *Teaching American English pronunciation* (pp. 173–183). Oxford: Oxford University Press.
7. Gilbert, J. (1994). Intonation: A navigation guide for the listener. In J. Morley (Ed.), *Pronunciation pedagogy and theory* (pp. 38–48). Alexandria, VA: TESOL.
8. Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
9. Levis, J. (2001). Teaching focus for conversational use. *ELT Journal*, 55(1), 47–54.
10. McNerney, M., & Mendelsohn, D. (1993). Suprasegmentals in the pronunciation class: Setting priorities. In P. Avery & S. Ehrlich (Eds.), *Teaching American English pronunciation*, (pp. 185–196). Oxford: Oxford University Press.

11. Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25, 481–520.
12. Morley, J. (1994). A multidimensional curriculum design for speech-pronunciation instruction. In J. Morley (Ed.), *Pronunciation pedagogy and theory* (pp. 66–91). Alexandria, VA: TESOL.
13. Murphy, J. (1991). Oral communication in TESOL: Integrating listening, speaking, and pronunciation. *TESOL Quarterly*, 25, 51–74.
14. Schiffrin, D. (1988). *Speech markers*. Cambridge: Cambridge University Press.
15. Yule, G., & Macdonald, D. (1994). The effects of pronunciation teaching. In J. Morley (Ed.), *Pronunciation pedagogy and theory* (pp. 109–119). Alexandria, VA: TESOL.
16. Cauldwell, R. 2002, *Streaming Speech: Listening & Pronunciation for advanced learners of English*, speech in action, Birmingham.
17. Chen, Y.M. 2008, 'Learning to self-assess oral performance in English: A longitudinal case study', *Language Teaching Research*, vol.12, no.2, pp.235-262
18. Ducate, L. & Lomicka, L. 2009, 'Podcasting: an effective tool for honing language students pronunciation?', *Language Learning & Technology*, vol.13, no.3, pp.66-86.
19. Jenkins, J. 2004, 'Research in teaching pronunciation and intonation', *Annual Review of Applied Linguistics*, vol.24, pp. 109-125.
20. Jones, D. 2003, *English Pronouncing Dictionary*, Cambridge University Press, Cambridge.
21. Levis, J. 2007, 'Computer technology in teaching and researching pronunciation', *Annual Review of Applied Linguistics*, vol. 27, pp.184-202.

22. Lord, G. 2008, 'Podcasting communities and second language pronunciation', *Foreign Language Annals*, vol.41, no.2, pp.364-379.
23. Protea Textware, 2009, *Connected Speech Australian English*, Protea Textware, Hurstbridge Vic.
24. Ramirez Verdugo, D. 2006, 'A study of intonation awareness and learning in nonnative speakers of English', *Language Awareness*, vol.15, no.3, pp.141-159.
25. Rosell-Aguilar, F. 2007, 'Top of the pods – in search of a podcasting “podagogy” for Language Learning', *Computer Assisted Language Learning*, vol.20, no.5, pp.471-492.
26. Action, W. (1984). Changing fossilized pronunciation. *TESOL Quarterly*, 18(1), 71-85.
27. Fraser, H., (1999). ESL pronunciation teaching: Could it be more effective? Draft of AALA conference paper.
28. Haque, M. A. (2010). The influence of the local varieties on the sound patterns of English: A case study of Bangladeshi tertiary students. *IIUC Studies*, 7. 197-220.
29. Howlader, M.R. (2011). Approaches to developing pronunciation in a school language: A study in Bangladesh. *University Review*, 5(2). 273-281.
30. Jahan, N. (2011). Teaching & learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and Practice*, 2(3). 35-46.