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TEACHING ENGLISH PRONUNCIATION»**

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## INTRODUCTION

There are many opportunities in our country for language learning and teaching. One of the steps to improving English language teaching in secondary schools is the decree declared on December 10, 2012 by the President of Uzbekistan, I.A.Karimov. He resolves to improve foreign language learning system with the decree about “On measures to improve further improve foreign language learning system” [1, 3].

According to this 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).

Much work is performed in provisioning the branches of the national economy with educated specialists of various levels.

No less attention is paid to the problems of the development of scientific and research work because the state will not have its future without all sided elaboration of science. Taking this into account much attention in our Republic is attached to expansion of research work, efficient application of scientific achievements in various spheres of the national economy.

In this connection assurance of an equal opportunity to general secondary education and to the free choice of occupation and adequate training is of crucial importance. We will have to face the need to develop a new democratic concept of education which integrates national, historical, intellectual, cultural, traditional and other experiences of the multinational Uzbek people living and creating wonders in the territory of the Republic which is today forming a cohesive system of upbringing and education and creating conditions for the development of all types of creative activities for discovering and cultivating talents and abilities and for the protection of intellectual prosperity.

Acquiring independence made it possible for Uzbekistan to boldly pursue an education meeting the interests of the republic and our talented hard working Uzbek people. The isolation from the outside world has ended and Uzbekistan has become an equal entity of international law, which enables it to win a decent place in international division of labour.

Nowadays English language is accepted as a language of communication all over the world and it is being paid great attention to in teaching foreign languages in our Uzbekistan. And the main sources of scientific and intellectual personnel are qualified specialists that graduate from universities and make their contribution to the development of the country by writing scientific research works, graduation qualification papers in various sciences and subjects, including linguistics and literature known together as —philology.

Philologists are involved in investigating urgent and actual problems of world modern philology. This is a new generation that helps the progress to move on in all of the spheres of the language study. Today a lot of new methodical recommendations, strategies and manuals are being designed on the basis of the results of their research works.

Our qualification paper is devoted to one of the actual problems of modern phonetics, teaching English pronunciation using effective methods and ways.

It is beyond dispute that learners who want to develop good speaking skills in a language also need to develop good pronunciation, and yet research continues to report that pronunciation still has low visibility in the curriculum and is often treated as something of a poor relation in the classroom. Many teachers are still wary of pronunciation as a specialist area that is somehow separate from the other skills necessary for successful communication - an isolationist tendency that can make its consequent neglect in the curriculum and in teacher training programs only too easy.

**The actuality of the theme:** This qualification paper gives an accessible and sensible overview of English phonology or pronunciation, approaches and methods to teaching it. While it does not cover the phonological detail of some other reference works, it is very teaching-focused in what is included and tackles issues relevant to teachers such as intelligibility and factors that influence what an individual can learn. It is also refreshing in its inclusion of non-native teachers and its attention to how we can approach pronunciation teaching in the classroom. There are also many useful and effective methods, ways and activities on a wide range of topics throughout.

**The aim of the study** is to examine the phonological problems experienced by Karakalpak students when developing their pronunciation at the university level. The

scope of the study is to find out the major and minor problems faced by the students when they speak. Moreover, it aims to illustrate effective pronunciation activities for solving problems and issues in teaching pronunciation. For this purpose, some research questions were proposed and the answers to these questions were discussed and explained.

In order to achieve the above mentioned aim we should carry out the following **tasks:**

1. to identify and justify the actuality of the chosen theme;
2. to acquaint students with theoretical background on teaching English pronunciation;
3. to work out useful strategies and tasks for teaching phonetics in Modern English at Karakalpak schools.
4. to get rid of Karakalpak-to-English phonetic interference,
5. to build students' awareness and concern for good pronunciation.

**The object of the research:** effective methods and strategies which are useful for developing students' pronunciation skills.

**The subject of the research is** the process of teaching and learning English pronunciation through effective ways and strategies.

**Methods of the research are:**

- 1) a detailed analysis of the theoretical bases of teaching English pronunciation.
- 2) useful strategies and methodical recommendations for teaching basic elements of pronunciation.

**The theoretical value of the research** lies in the fact that related languages has been further elaborated, and on the basis of the lingual and didactic comparison useful strategies, methods for teaching the means of expressing the Modern English at Karakalpak schools have been worked out and offered.

**The practical value of the research** is traced in that: the results of the research can be used in lectures on theoretical phonetics of contemporary English, linguo-culturology, socio-linguistics, intercultural communication, in the theory and practice of phonetics, as well as when lecturing on methodology of teaching foreign (English) language and providing sources for seminars in the practice of teaching English

phonetics. The main provisions of this research may serve a basis for further study of teaching pronunciation and other suchlike concepts.

**Field of application:** the results of this research work can be used in the process of teaching at schools, lyceums, colleges, and universities and may be extensively used in the theory and practice of phonetics.

**The structure of the work:** the work consists of an introduction, main part with two chapters, conclusion and list of the used literature.

**Introduction** notes specific topic chosen, which is determined by the relevance and novelty, sets goals and objectives and so on.

In **Chapter I** we characterized specific features of teaching English pronunciation, defined the term pronunciation, discussed the goal of pronunciation instruction, explained the importance of pronunciation instruction, elaborated the role of teachers in teaching pronunciation, and finally mentioned some suggestions in helping teachers to improve learners' pronunciation.

**Chapter II** of this work is devoted to describe effective methods and strategies of teaching pronunciation and define their role in teaching a good pronunciation. A good pronunciation helps language learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

## **CHAPTER I.**

### **THEORETICAL BASES OF TEACHING ENGLISH PRONUNCIATION**

#### **1.1 Characteristic features of teaching English pronunciation**

The deep orthography of English creates challenges for EFL learners. This is especially true with learners whose native language has a shallow orthography where graphemes and phonemes have a more straightforward relationship. In these cases, phonetics teaching is an essential part of EFL teaching as it raises the learners' awareness of the target language sound system and the phonological forms of words. This study focuses on the effect of explicit theoretical phonetics and practical pronunciation teaching on learners' awareness and evaluation of their pronunciation problems.

The role of consciousness, becoming aware or noticing certain features of the target language, is important in language learning. In fact, Schmidt [35, 129] introduced the noticing hypothesis, according to which learners have to first notice features of the target language before input can become intake. His theory has received some criticism, but awareness-raising is yet considered to be an important part in foreign language teaching and facilitating the learner's development. In general, in foreign language learning, an awareness of form makes the learning more efficient.

In pronunciation teaching, awareness-raising or noticing exercises are used [2, 16]. They are especially helpful when they make learners who are used to shallow orthography in their native language think about the phonological forms of words in the target language. Seidlhofer [36, 56] mentions that especially mature learners benefit from cognitive analysis, which includes, for instance, phonetic training and a comparison of the native and target language sound systems.

Teaching phonetics has been discovered to facilitate pronunciation learning in a foreign language. Learning seems to be clearer after longer periods of practice including various kinds of exercises on production, perception and self-analysis. Despite this, there are also concerns that phonetics – or pronunciation as a



whole – is often a neglected area in language teaching [3, 37] and in foreign language teacher education [4, 23].

This paper reports on a study where Karakalpak students of English were asked to identify problem areas in their pronunciation of English.

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (Willing 1989). Thus some sort of pronunciation work in class is essential.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation [4, 20]. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning [33, 96].

According to Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction [15, 76].

The goal of teaching pronunciation is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in the English language teaching.

Let's give the definition to the concept "pronunciation".

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint [31, 17]. Pronunciation is the way of uttering a word in an accepted manner [30, 26]. Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

Why English Pronunciation is important in learning and teaching. According to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important [18, 45].

Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners.

According to Harmer (2001), the lack of high quality, suitable teaching and learning materials, and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation.

Teachers think that they have too much to do and pronunciation instruction just waste their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction.

Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly [22, 33].

Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success. Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation.

Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly.

There are a lot of useful suggestions for EFL teachers to help learners improve their English pronunciation. EFL teachers should be accurately trained in pronunciation to improve their learners' pronunciation. EFL teachers should speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable. This can help their learners improve their pronunciation by listening to them carefully [6, 17].

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language or segments, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we

speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

## 1.2 The elements of pronunciation

A broad definition of pronunciation includes vowels, gestures consonants (segmental elements), stress, intonation, features of connected speech, voice quality which are called as suprasegmental elements. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most.

Most teachers agree that they want their students to be able to speak English with good pronunciation. But what does that mean? What *is* good pronunciation? One answer might be “sounding like a native speaker.” However, this answer is problematic for a couple of reasons. First, it’s hard to define what “a native speaker” sounds like. There are so many varieties of English and so much variation within each type that it’s almost impossible to define that elusive “ideal” pronunciation. Trying to sound like a native speaker is like throwing a ball at a moving target—difficult, frustrating, and likely to fail. Another problem is that very few learners will ever be able to sound exactly like their preferred pronunciation model, no matter how hard or how long they try. This is especially true for adult learners and for those who don’t constantly hear English in their daily lives. Whatever the definition, speaking with nativelylike pronunciation is not an easy goal to reach.

A more realistic goal, and one that more and more teachers and researchers recommend, is *intelligible* pronunciation—speaking in a way that most listeners, both native and nonnative speakers, can understand without too much effort or confusion. It’s not a bad thing if you can still tell that the speaker comes from a particular

country or region, as long as the speaker can be easily understood by others [10, 136].

Still, while it's not practical to set our goal impossibly high, we also can't afford to set it too low. It's not helpful for students to become too complacent and to believe that their pronunciation is fine when, in fact, it may not be easily understood by anyone other than their own teacher and classmates. To be truly intelligible to a wide range of listeners, and not just willing listeners of their own language background, speakers need to come fairly close to some kind of a recognized standard, whether it's one of the major native-speaker varieties or a nonnative variety of pronunciation that is easily understood by listeners from many backgrounds. As responsible teachers, we must make sure we don't set the bar too low.

We should also realize that English teachers, both native and nonnative speakers, are often *not* the best judges of whether someone's pronunciation is intelligible. Many English as a second language (ESL) or English as a foreign language (EFL) teachers can understand their students' speech when people in the wider world can't; in fact, it sometimes seems that we teachers can understand practically anything. We're used to inaccurate pronunciation. We know what students are going through and how hard they're trying. We're on their side and *want* to understand them.

Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, which are the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others. Here we are going to describe some suprasegmental elements of pronunciation in this part of research.

### *Accuracy and Fluency*

We often think of pronunciation teaching in terms of helping students achieve accurate pronunciation so that their production of sounds, stress, rhythm, and intonation begins to match an ideal pattern. But **accuracy** is only one part of good

pronunciation. **Fluency** in producing sounds and other aspects of pronunciation is equally important. The two don't always go together. For example, many students learn to produce a new sound correctly when they're concentrating carefully and saying it alone or in a single word. When they need to use that same sound in conversation, however, it's much more difficult to keep producing it correctly—they can't pronounce the sound *fluently*. After all, in real-world speaking, pronunciation is just one among many things that students have to think about. Vocabulary, grammar, the ideas they want to express, and the appropriate degree of politeness and formality also occupy their attention.

It's hard to use pronunciation accurately and fluently at the same time. Because of this, when we're practicing pronunciation, we should include some activities that emphasize pronunciation fluency—speaking smoothly and easily, even if not all the sounds are perfect—along with activities that emphasize accuracy—producing sounds correctly. Both accuracy and fluency are important in pronunciation, just as they are in speaking in general, and both deserve attention and practice.

### *Stress*

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality. Stress is important at three different levels:

- word level – multisyllabic words have one or more syllables that are stressed;
- sentence level – the most important words tend to be stressed;
- contrastive stress – the most important words carry greater stress.

Let's consider the example below:

*LYNda shouldn't TAKE the STUdents to the PARty.*

The stressed syllables are marked with capital letters in this sentence. Each two-syllable word in this utterance must have one syllable that is stressed. This is word-level stress, and it is fixed for any word, although there are some variations between different varieties of English. Those words which are more important for communicating the speaker's meaning, usually the content words, tend to be stressed (these are underlined in the example), while those which are less important, usually the grammatical words, are unstressed. In addition, one of these stressed syllables or words is usually more important than the others, and this is called the 'tonic'. When we speak, we tend to group words together in chunks that make sense, called 'sense groups' or 'tone groups'.

Thus the example above would normally be said as one sense group. Sense groups are often bounded by short pauses, and are said under a single intonation contour or tune. Within each of these, there is usually one tonic, although there may be a second tonic syllable at the end which also carries significant pitch change (see Clennell 1997).

The tonic is important because it carries not only the major stress, but also the major pitch change, and it changes according to the speaker's intended meaning. So if the speaker wanted to emphasize that fact that it is Lynda rather than some other person who should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. If, however, the speaker wanted to emphasize that Lynda should not *take* them but could perhaps *bring them back*, then *take* would be the most strongly stressed syllable in the utterance. This is sometimes called **contrastive stress**, and is marked with italics in the example.

As noted above, however, an important aspect of teaching stress is its converse – an absence of stress. It is often failure to unstress syllables appropriately that makes learners' pronunciation difficult to understand because, unlike other languages, English tends to maintain a rhythm from stressed syllable to stressed syllable by unstressing and therefore reducing the syllables in between. This rhythm gives English its characteristic pattern. The reduced vowel 'schwa' /ə/ is very

common in English and deserves special attention. The ‘a’ at the end of ‘LYNda’, the ‘ents’ at the end of ‘STUDents’ and the words ‘to’ and ‘the’ in the above example would all be pronounced with a schwa. Although the rhythm of English cannot be called strictly stress-timed, it nevertheless presents real problems for learners, particularly if they speak an L1 which is syllable-timed – that is, where each syllable has stress, or where the stress patterns of words are predictable. Work on stress and unstress at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word.

### *Intonation*

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasises speakers and their intentions in longer stretches of discourse).

Clennell (1997) identifies some major functions that are important for learners:

- information marking (prominent stress);
- discourse marking (given/new);
- conversational management (turn-taking/collaborating);
- attitudinal or affect marking (mood/feeling);
- grammatical/syntactic marking (clause boundaries/word classes);
- pragmatic marking (illocutionary force/intention of the speaker).

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practiced even for beginner learners.



The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five major patterns of tones can be identified: Low Fall, Low Rise, Falling-Rising Tone, Rising-Falling and level:

- A *falling pattern* or Low Fall usually indicates that the speaker has finished, at least temporarily.
- A *rising intonation* or Low Rise signals a question or continuation. This difference can signal meaning even in short exchanges.

Thus, if someone calls me and I answer ‘Yes’ with a rising tone, I signal that I am opening interaction with them, but if I say ‘Yes’ with a falling tone, this may indicate that I do not wish to speak to them, and may even be interpreted as rude. Thus questions to which the speaker knows the answer will be said with a falling tone, while questions in which new information is sought are usually said with a rising tone (Clennell 1997). Often, ‘Yes-No’ questions will have a rising tone, and ‘wh’ questions will have a falling tone, but this is only true some of the time, since the way speakers make these questions depends crucially on their intention and how the question fits into the rest of what they are saying. In Australia, many speakers use what is called a ‘high rising terminal’ – that is, their intonation rises, even where they may be expected to signal finality at the end of an utterance. This seems to be associated with the signal of solidarity, and is more often found among less powerful speakers.

- *Falling-Rising tone* signals definiteness combined with some qualification; what Yallop (1995) calls a ‘No, but...’ interpretation. Thus, if someone asks if I am busy, and I am suspicious that this is a prelude to asking me to do a job, I may answer ‘No’ but with a fall-rise tone to indicate my mixed feelings.
- A *rise-fall* is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.
- A *level tone* signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll. Yet this is the tone that many

learners may use if they do not pay attention to their intonation. It is therefore particularly important to help learners to overcome any tendency they may have to use this tone inadvertently.

Also important in intonation is the notion of 'key' or the relative pitch chosen by a speaker. Contrasts in intonation are usually perceived in relation to the key. Thus, the first stressed syllable of new information may be said at a higher pitch, criticism may be offered at a lower pitch and so on. Indeed, one relatively simple way of approaching intonation in the classroom is through the identification and practice of stressed syllables and their relative pitch.

More details on tones and how they are used in speech can be found in Yallop (1995), and some practice activities can be found in Gilbert (1994) and Hancock (1995). Clennell (1997) provides a useful description of how intonation is used to signal what is important in what is said, the force or attitude with which something is said, how we use intonation to distinguish between new and old information, and how we use pitch change to signal turn-taking and other conversational management strategies. He also suggests some teaching ideas appropriate for more advanced learners, but which could be adapted for use with lower levels.

Thus intonation may be defined as such a unity of speech melody, sentence-stress, voice timber and the tempo of speech which enables the speaker to express adequately the meaning of sentences, his attitude towards their contents and his emotions [11, 55].

*Speech melody*, or the pitch component of intonation is the variations in the pitch of the voice which take place when voiced sounds, especially vowels and consonants are pronounced in connected speech.

*Stress in speech* is the greater prominence which is given to one or more words in a sentence as compared with the other words of the same sentence. The difference in the pitch and length in a sentence also plays a certain role in producing the effect of sentence-stress [12, 88].

*The timber of speech* is the special coloring of the voice in pronouncing sentences, which is superimposed on speech melody and shows the speaker's emotions, such as joy, sadness, irony etc.

*The tempo of speech* is the speed with which sentences or their parts are pronounced. It is determined by the rate of which speech-sounds are uttered and by the number and length of pauses. Closely connected with the tempo of speech is the *rhythm*.

So, intonation is a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice. The patterns of rise and fall are described as 'tones'. The different types of meaning intonation communicates include:

- grammatical meaning, e.g. different tones for types of questions;
- status of information, e.g. main or subordinate, finished or unfinished;
- attitude, e.g. whether we're certain or not, have doubts or reservations;
- feelings, e.g. whether we're confident, happy, enthusiastic, sad, bored, etc.
- relational, e.g. how 'open', friendly or 'closed' we are towards a listener, or to communicate empathy or shared feeling.

#### *Features of connected speech*

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstress and pitch change discussed above. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (e.g. many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication. This is true not only for speakers of Asian languages, but also for speakers of languages where some vowels cannot be linked in this way – for example, Arabic speakers. The example below illustrates these features:

*It's important to analyse your own English*

There is an example of a consonant-vowel link at №1 and №6, a consonant-consonant link at №2, the intrusion of a ‘w’ glide at №3 and an ‘r’ glide at №5, and either a consonant-vowel link or a sound change from /z/ to /s/ between the two words at №4.

A fuller account of these phenomena and some practice activities can be found in Celce-Murcia, Brinton and Goodwin (1996). For some excellent ideas on practising the features of connected speech see Hancock (1995).

### *Voice quality*

Voice quality has received little attention in L2 learning, although actors may be quite familiar with the concept. The term refers to the more general, longer-term articulatory settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. Pennington (1996) notes that voice quality is the aspect of prosody that ‘spans the longest stretches of speech and underlies all other aspects’, and argues that all other aspects of pronunciation are ‘produced within the limits of the voice quality set by the articulators and the breath stream coming up from the lungs’.

Basically, the argument is that areas of the mouth may be held ready in particular long-term settings which affect the overall quality of the accent. Since different languages have different long-term settings, getting learners to focus on the settings relevant to English may help the learner with individual sounds as well as their overall voice quality, particularly for L1 speakers with settings that differ considerably from English. Thus, for example, Vietnamese and Cantonese are pronounced primarily in the back of the mouth, whereas English is pronounced primarily in the front of the mouth, so that activities to train the learner to be more aware of bringing sounds forward may impact on a number of different sounds. An example of how this has been done can be found in Kerr (2000), while more background theory of this area can be found in Esling (1994).

## *Gestures*

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasize training in gestures associated with speaking habits in English. As we speak, we synchronize many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm. See Gassin (1992) for an account of the importance of gesture. Some practical ideas in the form of ‘conversational shadowing’ and some theory background can be found in Murphey (2002).

Teaching pronunciation can be a challenge. It requires some technical knowledge about phonology, an ability to predict the problems students may have, plus a good supply of strategies, tools, and activities to help students understand and practice. Teaching pronunciation implies that the teacher can provide a good pronunciation model for students to follow, give explanations and demonstrations of things the students need to know, and lead them through a series of practice activities to help them make their new pronunciation habits automatic.

**CHAPTER II.**  
**EFFECTIVE METHODS AND WAYS OF TEACHING ENGLISH**  
**PRONUNCIATION**

English is the most useful language in today's world which gives special status to the individual in the present globalized world. It is the aptness in pronunciation that makes our language comprehensible to others. So, apart from grammar, spelling, one has to concentrate on pronunciation also. There are some problems for L2 learners like age, perception, MTI (Multiple Intelligence) and etc. Particularly in English, where there is no one to one correspondence between word and sound, and which follows the time stress rhythmic pattern demands more attention on pronunciation. Unfortunately, it is the most neglected area in language teaching (ELT) class rooms. Linguists understood its importance and developed International Phonetic Alphabet (IPA) to standardize its pronunciation. Learners, now have to concentrate on the sounds (vowels and consonants) i.e. the segmental and also the suprasegmental features. This chapter of our paper mainly focuses on basic approaches, methods to teach pronunciation and effective ways that are useful in teaching pronunciation in the communication-based classroom environment.

English is the lingua franca of many countries. The knowledge of the English language has become an essential asset that facilitates us to attain a special status in the modern world. Because of some historical factors, English had spread all over the world. Even though it is spread, each country developed its own variety of English.

Language is basically a systematic means of communication which uses sounds and symbols. Pronunciation refers to the way in which we sound or speak a particular language. If the main purpose of language is communication, it can be achieved mainly through proper pronunciation. Linguists demonstrated the importance of pronunciation and developed a unique code or IPA to standardize pronunciation.

Proper pronunciation increases the intelligibility of our speech as well as its effectiveness. But unfortunately, this pronunciation hasn't received due importance in the language teaching context. Particularly in countries like India, where English is taught as the second language, more importance is given to written skills and

grammar rather than pronunciation. Pronunciation deserves strong attention in the English class, especially in classes which focuses on communication. Poor pronunciation can cause problems in oral communication, no matter, how good a speaker has control on English grammar and vocabulary. In the earlier days, linguists concentrated more on segmental features. But from the past 25 years, they are also concentrating on the supra segmental aspects in teaching pronunciation.

### **2.1 Basic approaches and methods to teaching pronunciation**

An approach is the way to do something. Celce-Murcia, Brinton, and Goodwin (1996), proposed three basic approaches to teach pronunciation:

- An Intuitive-imitative approach;
- An Analytic-linguistic approach;
- An Integrative approach.

*An intuitive-imitative approach.* This approach is purely based on intuition and imitation. It presumes that the second language learners are capable of good listening and imitation without any detailed explanation. This approach requires good and reliable resources like audio-clips, audio visual aids, songs, rhymes and etc., or it depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information. This approach presupposes the availability, validity and reliability of good models to listen to.

*An Analytic-linguistic approach.* This approach is based on analytical abilities of the learners. In this, the instructor gives the information regarding all the rules of the language i.e., phonetic symbols, stress pattern, how to articulate those sounds, organs used to produce sounds etc. The learners analyze this information and try to produce sounds accordingly. This approach:

- utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.
- explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.

This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

*An Integrative approach.* This is an integrated approach focusing both on segmental and supra segmental features, in order to improve the linguistic capabilities of the students as well as focuses on imitation too, to increase the communication abilities (a combination of both imitative and analytical).

There are various other methods and approaches placed pronunciation skill either at the forefront of instruction, as was the case with Reform Movement practices and the Audiolingual/Oral Method, or in the back wings, as with the Direct Method and naturalistic comprehension-based approaches, which operated under the assumption that errors in pronunciation (and other errors, for that matter) were part of the natural acquisition process and would disappear as students gained in communicative proficiency.

*Audiolingualism.* This is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviourism and so relies on formation as a basis for learning, through a great deal of mechanical repetition. The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic.

Some characteristics of this method are:

- Drills are used to teach structural patterns;
- Set phrases are memorised with a focus on intonation;
- Grammatical explanations are kept to a minimum;
- Vocabulary is taught in context;
- Audio-visual aids are used;
- Focus is on pronunciation;
- Correct responses are positively reinforced immediately.



The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect. Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self-learning with the Shenker method in Italy, and Robin Callan, who created the Callan method.

*Cognitive Approach*, influenced by transformational-generative grammar (Chomsky, 1959,1965) and cognitive psychology (Neisser, 1967), viewed language as rule-governed behavior rather than habit formation. The cognitive approach began to revolutionize psychology in the late 1950's and early 1960's, to become the dominant approach (i.e., perspective) in psychology by the late 1970s. Interest in mental processes had been gradually restored through the work of Piaget and Tolman.

The behaviourists' view had been that learning took place as a result of associations between stimuli and responses. However, Tolman suggested that learning was based on the relationships which formed amongst stimuli. He referred to these relationships as cognitive maps. It deemphasized pronunciation in favor of grammar and vocabulary because:

- native-like pronunciation was an unrealistic objective and could not be achieved (Scovel, 1969);
- time would be better spent on teaching more learnable items, such as grammatical structures and words.

This method refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts.

*The Silent Way* (Gattegno, 1972, 1976) can be characterized by the attention paid to accuracy of production of both the sounds and structures of the target language from the very initial stage of instruction. Not only are individual sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how words combine in phrases - on how blending, stress, and intonation

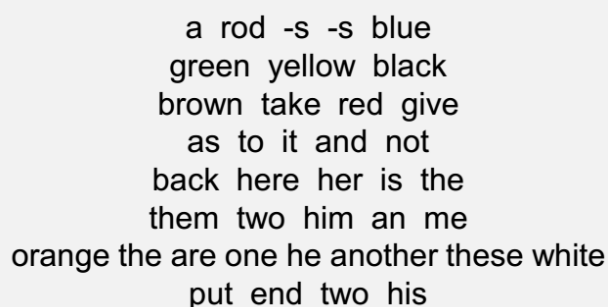
all shape the production of an utterance. Proponents claim that this enables Silent Way learners to sharpen their own inner criteria for accurate production. The difference between Audiolingualism and the Silent Way is that in the Silent Way learner attention is focused on the sound system without having to learn a phonetic alphabet or a body of explicit linguistic information.

How does the Silent Way work in terms of teaching pronunciation?

- The teacher speaks as little as possible, indicating through gestures what students should do.
- It includes an elaborate system in which teachers tap out rhythmic patterns with a pointer, hold up their fingers to indicate the number of syllables in a word or to indicate stressed elements, or model proper positioning of the articulators by pointing to their own lips, teeth, or jaw.
- The Silent Way teachers have to use several indispensable tools of the trade such as a sound-color chart, the Fidel charts, word charts, and colored rods.

The sound-color chart was created by Gattegno to bypass the ear (Gattegno, 1985). This large rectangular wall chart contains all the vowel and consonant sounds of a target language in small colored rectangles. In the upper half of the chart are the vowels. The primary vowels are represented by one color each, the diphthongs by two colors. The consonants are located in the bottom half of the chart, and are divided from the vowels by a solid line.

The example of Word Chart:



a rod -s -s blue  
green yellow black  
brown take red give  
as to it and not  
back here her is the  
them two him an me  
orange the are one he another these white  
put end two his

*Naturalistic methods*, including comprehension methods that devote a period of learning solely to listening before any speaking is allowed, e.g., Asher's (1977) Total Physical Response and Krashen & Tenell's (1983) Natural Approach. Proponents maintain that the initial focus on listening without pressure to speak gives the learners

the opportunity to internalize the target sound system. When learners do speak later on, their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction.

In this method, learners are exposed to the language for some time. They don't have the pressure to imitate; they just listen to the sounds without any stress. After sometime, they are asked to repeat those sounds in the same pattern. This method is similar to that of the natural acquisition of a language. Speech shadowing is one of the famous techniques used in this method.

*Phonetic transcription method.* This is an age old and time tested method to teach pronunciation. In this, the L2 learners are given the detailed description of the standard phonetic alphabet and the other rules of pronunciation. It requires a lot of attention and hard work from the students, as learning the code is not so easy. This method has one advantage in which if the learner once becomes aware of the phonetic alphabet, he can learn the pronunciation of the new words also by referring to a standard dictionary.

Phonetic transcription method is one of the long-used and known to all teachers technique, which is a code consisting of phonetic symbols. Each symbol describes a single sound, which is in fact different from a letter of the alphabet. True as it is, in order to use phonetic transcription one must learn the code and it takes time and effort. Although it is possible to learn the pronunciation without the code, many linguists believe it to be a valuable tool in learning the foreign sound system. One obvious advantage of learning the code is the ability to find the pronunciation of unfamiliar words in a dictionary. All good modern learners' dictionaries use phonetic symbols to indicate pronunciation, and learners must therefore be familiar with them'.

*Minimal pair drills method.* Minimal pairs are the pairs of words or phrases that differ in only a single sound. So, the teacher makes the students understand the basic patterns of each and every sound in the target language. Teacher selects the words which differ by a single sound and these words are drilled continuously in the class

so as to make them understand the difference in sounds. These drills improve the listening perception and oral production. E.g.:

ship - /ʃɪp/ & sheep - /ʃi:p/

Zip - /zɪp/ & zeep - /zi:p/

Pen - /pen/ & Pan - /pæn/

After sentence drills or contextualized minimal pair level, gradually the students are made to listen to the sentences, with words that sound similar, but differs in the meaning they convey. Here, students learn through context. Give this as a handout to each student:

1. She thinks she's going \_\_\_\_\_. (A) *today* (B) *to die*
2. I don't want \_\_\_\_\_. (A) *to pay* (B) *a pie*
3. I'd like a \_\_\_\_\_, please. (A) *tray* (B) *try*
4. My house is at the end of the \_\_\_\_\_. (A) *lane* (B) *line*
5. The workers were very unhappy in the \_\_\_\_\_. (A) *main* (B) *mine*
6. I didn't like the \_\_\_\_\_. (A) *wait* (B) *white*
7. I wasn't certain that it was \_\_\_\_\_. (A) *tame* (B) *time*
8. It covers a big area, \_\_\_\_\_ Washington. (A) *lake* (B) *like*

Now, students should read these sentences and choose the correct answer (A or B) or answer key:

1. She thinks she's going today.
2. I don't want to pay.
3. I'd like a try, please.
4. My house is at the end of the lane.
5. The workers were very unhappy in the mine.
6. I didn't like the wait.
7. I wasn't certain that it was time.
8. It covers a big area, Lake Washington.

Then students work in pairs and practice reading the sentences out loud. This activity can be adapted for a wide variety of minimal pairs (/i/ vs. /i:/, /l/ vs. /r/).

Minimal pair drills were introduced during the Audiolingual era and have still been used both in isolation - at a word-level and in context - at a sentence-level. The technique is useful for making learners aware of troublesome sounds through listening and discrimination practice.

*Visual reinforcement.* It is the silent way of teaching pronunciation. This method uses the word charts, color rods, pictures, props, sound colour charts etc. to enhance the comprehensibility of the students. The teacher communicates mainly through gestures and allows the students to speak more in the class. This method is more suitable to the adult learners rather than drills and rhymes which are more suitable to the children. Sound charts are prepared by placing vowels on the top and consonants at the bottom divided by a line. Among vowels, pure vowels are represented in a single colour and diphthongs in two colours. It makes the reader to identify the sounds easily. Stress patterns can be made easily understood by the students by preparing a chart with marked stress syllables. Usually, the stress sounds are represented by a dot below them or stress syllables are capitalized.

Visual reinforcement has been connected with pronunciation teaching since the time of Silent Way where the skill was taught through the use of word charts and colour rods. Since that time many other ways of visualising pronunciation have been introduced. They may be especially useful for adult learners who undergo the process of fossilization. While children benefit from oral repetition, drills and taping themselves, adult learners find it difficult to learn the patterns of intonation, stress and rhythm. The reason may be that they simply do not know whether the patterns they produce are acceptable. Real time visual displays are to show learners the relationship between the patterns they produce and those they are required to repeat. One of the possible conventions for making the word stress visible is writing the stressed syllable in capital letters: *F*Ashion, *S*ESSION, be*H*AVE.

Another common way of visualising word stress is the use of dots. The large dots mark a stressed syllable in a word: catwalk - ●.

*Tactile reinforcement.* The use of the sense of touch is another frequently employed technique, though it is not discussed very often. In fact, some teachers

might be taking advantage of it without even realising this. Celce-Mauricia (1996) calls this mode a visual reinforcement. One of the forms of this reinforcement includes placing fingers on the throat in order to feel the vibration of the vocal cords, and it may be useful when teaching the distinction between voiced and voiceless consonants. A different form of tactile reinforcement incorporates simple tactile descriptions given to the students: ‘When you pronounce /r/ your tongue feels liquid and your jaw is tight (Celce-Mauricia, 296).

*Vowel shifts and stress shifts drills.* Drilling of the exercises in stress shifts and vowel shifts makes the students speak more appropriately. E.g.:

*rid /rid/, read /ri:d/* - vowel shift;

*record /'rekɔ:d/, record /rɪ'kɔ:d/* - stress shift;

In the second example, we have both vowel shift as well as stress shift.

*Tongue twisters.* There are a lot of tongue twisters in English which helps the L2 learners to enhance their language comprehension as well as their pronunciation. By practicing these tongue twisters, they get used to the sound patterns of the target language. E.g.: Betty bought some butter, but the butter was bitter, she mixed the bitter butter with the better butter to make the bitter butter better.

*Reading aloud* is a technique in which the learners are allowed to read a passage or poem with correct intonation and stress. This gives the teacher to correct students’ drawbacks in the classroom itself. Immediate correction prevents the learners from forming false notions on pronunciation.

*Recordings.* In this, the learners are made to listen to the audio clips and are asked to record their production of the same. Nowadays, number of software are available to enhance the pronunciation skill. For example, K-Van solutions - it gives the students an audio clip and a space for recording their voice. The students can listen to their own voice and correct themselves.

## **2.2 Effective activities to develop pronunciation skills**

In this part of our qualification paper we suggest some practical activities to help students with English pronunciation.

*Rhyming pair game.* This activity is a pronunciation and memory game. It works best if we split the class into small groups. We will need to produce a set of cards for each group with one word on each card. The sets of cards should be made up of lots of rhyming pairs of words. For example:

- *house, mouse*
- *die, cry*
- *cook, book*
- *wheat, sheet*

#### *Procedure*

1. Ask each group to place all of their cards face down on the table.
2. Students must take it in turns to turn over two cards. They must say the two words out loud to see if they rhyme. If the two cards rhyme, they can keep them.
3. When there are no cards left on the table, each student counts how many cards they have to see who is the winner.
4. For this activity students need to recognise that some words have a similar pronunciation even though the spelling is very different. For higher levels, include lots of difficult pairs of words. For example:

- *town, noun*
- *turn, earn*
- *though, low*
- *square, air*
- *paw, store*
- *some, thumb*
- *lake, break*

5. You can also play this game with homophone pairs instead of rhyming pairs. Begin by explaining what a homophone is. You can give examples in the students' own language and in English, emphasising that the words have the same sound, but not the same spelling or meaning. For example:

- *some, sum*

- *threw, through*
- *so, sew*
- *pair, pear*
- *right, write*
- *hare, hair*

***The tongue twister game.*** All levels and ages enjoy tongue twisters. They work well as a warm-up to get students speaking, and they help students to practise pronouncing difficult sounds in English.

### *Procedure*

1. Write some English tongue twisters on the board or on pieces of paper to distribute to students.
2. Ask them to read the tongue twisters aloud. Then faster. Then three times in a row. Here are some examples:
  - *She sells sea shells on the sea shore*
  - *A proper copper coffee pot*
  - *Around the rugged rocks the ragged rascal ran*
  - *Red lorry, yellow lorry, red lorry, yellow lorry*
  - *A big black bug bit a big black bear*
  - *Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?*
3. Ask the students if they have any tongue twisters in their L1. Have a go at saying them yourself. This usually causes a good laugh, and makes the activity more two-way and interactive.
4. Now ask the students to have a go at creating their own tongue twisters. This activity is a variation of the famous 'Consequences' game. Write the following questions on the board:
  - *Write your first name*
  - *What did she/he do?*
  - *Where?*
  - *When?*



- *Why? Because...*
5. Now give students the following instructions:
- *Get into teams of about 5 people.*
  - *On a piece of blank paper write your answer to question 1.*
  - *Pass the paper to the person on your right. Write an answer to question 2 on the paper you have just received. Your answer must begin with the first sound in the person's name (e.g. Bob - bought a bike)*
  - *Pass the paper on again and write an answer to question 3 again using the sound at the beginning of the name.*
  - *Continue until all the questions have been answered.*
  - *Pass the paper back to the person who started with it. Read all of the tongue twisters aloud.*
6. It might help if you give the students some examples before they begin the exercise:
- *Bob bought a bike in Bali on his birthday because he was bored;*
  - *Susan sang a song at the seaside on the 6th of September because she saw some sunshine.*

***Homophones dictation.*** Homophones can be one of the reasons students spell or hear something incorrectly. By raising learners' awareness of these types of words in an open and fun manner, teachers can help learners understand why they have difficulty with a particular listening activity or even with spelling a word wrongly. This materials light activity needs little preparation and allows students to notice these problems.

#### *Procedure*

1. Choose from 8 to 10 homophones to dictate.
2. Tell your students you are going to say about 10 words and for them to write them down.
3. Ask students to stay silent while you dictate and not to check with a partner.
4. Dictate each word clearly and allow students time to write.

Examples:

*band (banned)*

*I'll (aisle, isle)*

*nose (knows)*

*right (write)*

*there (their, they're)*

*sun (son)*

*past (passed)*

*cell (sell)*

*flu (flew)*

*knot (not)*

5. In pairs, have students check what they have written down. As students are checking, write the words (not in brackets) up on the board.
6. After the pairs have finished they may see a difference in their lists. Ask the whole group if they have written down the same as the list on the board. Note that many students may feel they have written down the wrong words if their own words are different from the list on the board.
7. Now as you write the second similar sounding word (these are the homophones in brackets), ask students if their list was similar to these other words. Some discussion may take place here as students laugh and smile about what they have written, so ask students if they can ask you what is the difference between the two words. They should say the spelling and also the meaning.
8. Now elicit from students the similarities of the words. If they disagree that the sounds are not the same then it is a good idea to drill the words for students to hear and ask them if the homophones sound different.
9. Now elicit again what differences there are between the words. You can write these differences and similarities on the board for clarity.
10. Now introduce the word 'homophone' and see if students know of any other English homophones.

**Homophone game.** This game is a natural follow on from the homophone dictation and can be used to help the students practise and remember homophones.

*Procedure*

- Ask 3 volunteers to sit in a chair facing the board ( about 2 to 3 meters away is fine). Each should have a piece of chalk or marker.
- Then tell learners they are going to run up to the board and write two versions of the homophone from the word you read out. The one who is the slowest stays seated and the other two can sit back in their original places.
- Read out any homophone you feel will be easy for the first 3 participants, for example '**one / won**'.
- The students should run up and write '**one**' and '**won**'. The slowest sits back down and the quickest go back to their places. Now 2 other people should come up and the game is repeated.

**Note:** The game is a competition and should be played in a light-hearted spirit. You don't really want one person losing all of the time so I like to cheat and show the student who is always losing the word so they have a chance of winning. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write, for example my learners have difficulty when I say the homophone '**heel/heal**' / **hi:l**/ and tend to write '**hill**' /**hil**/ or I may say '**there**' and they write '**dare**' apart from the homophones mentioned in the dictation activity.

Here is a further list of homophones we have found particularly useful with our intermediate students.

*read / red*

*scent / cent / sent*

*steel / steal*

*which / witch*

*tour / tore*

*dye / die*

*rose / rows*

*Board / bored*

*weather / whether*

*not / knot*

*mist / missed*

*site / sight/*

*hi / high*

*higher / hire*

*cereal / serial*

*mind / mined*

*sawed / sword*

*would / wood*

*break / brake*

*tire / tyre*

*heard / herd*

*some / sum*

*air / heir*

*groan / grown*

*piece / peace*

*none / nun*

*allowed / aloud*

*road / rowed*

*be / B / bee*

*root / route/*

*whale / wail*

*so / sew / sow*

*he'll / heal / heel*

*flower / flour*

*toes / tows*

*soul / sole*

*which / witch*

*bear / bare*

*deer / dear*

*bite / byte*

*here / hear*

*bread / bred*

**Remembering the phonemes.** Learning and remembering the phonemic symbols can be quite a challenge. Here are some ideas and activities which can help even lower levels with this.

### *Symbols*

This activity focuses on some of the easier symbols and works towards the more difficult vowel sounds. It then helps students to record and remember them.

- Cut up the words and symbols in worksheet A. Ask learners to match the individual sounds in the first column to the words in the second column.
- Next ask them to match the words to the complete phonemic script of each word in the third column.
- Give learners worksheet B, their record sheets, and explain that this is a record of the symbols they learn in class. Discuss the first example given, and emphasise how important it is to underline the correct letters in the words.

<b>Word</b>	<b>Vowel</b>
<b>Van</b>	<b>3</b>
	<b>0</b>
	<b>4</b>
	<b>6;</b>
	<b>0:</b>

- Ask them to find at least three more from the exercise.

### *Hangman*

This is a fun, non-threatening way to finish the class. It relies on you to produce the symbols and the learners to produce the sounds. It helps learners understand that phonetic script is made up of sounds, not letters. It also gives them instant transcription of sounds into symbols.

- Think of a word and the phonetic script for it, for example fish
- Like normal Hangman, write up on the board a series of spaces, but each one representing a sound, i.e. for fish: \_\_\_\_\_
- Ask learners to give you sounds that they think may be in the word. As they say them, write up the corresponding symbol on the board so they can see it.
- When they give you a sound that is already on the board, point to the corresponding symbol as you correct them.
- Learners continue until they guess the word.

### *Shadow reading*

This activity uses a text from the course book, and involves listening and pronunciation practice. This task is challenging and motivating and can be used at any level.

#### Procedure:

1. Teacher reads the text aloud and students follow, marking the text for stress;
2. Teacher reads the text a second time and the students mark for linking;
3. Individual chunks that show good examples of linking or problematic pronunciation can then be drilled;
4. Students practice these aspects of pronunciation by reading the text to themselves before the teacher reads the text aloud again and they listen;
5. Then the students read the text with the teacher and they have to start and finish at the same time as the teacher, who reads the text at normal speed. This works well after some exposure to the rules of pronunciation – connected speech, stress and intonation.

***Same sound, different sound.*** This is an activity for more advanced students. It is diagnostic because it reveals the mental picture of English sounds that students have. When you do this, you will feel as if you are looking inside students' brains. You will gain valuable information about their knowledge.

*Procedure:*

1. Begin by explaining what a homophone is. You can give examples in the students' own language and in English, emphasising that the words have the same sound, but not the same spelling or meaning. Obviously, homophones are written with exactly the same phonemic symbols.
2. Show students a list of pairs of words, some homophones, some not and ask them to identify the homophones. Choose the words according to the level of the students. 'See' and 'sea' are a lot easier than 'sword' and 'soared'. If students think that 'caught' and 'court' are not homophones (they are) or that 'pull' and 'pool' are homophones (they are not), this will give you valuable information about how students are thinking about English phonology.
3. This activity is best done in pairs and groups because students do not necessarily agree and the discussion can be useful.
4. When you check the answers, you can practise minimal pairs with the words that are not homophones. Write up the phonemic symbols to show that they really are different. If the words are in columns headed 1 and 2, you can ask students to say 'One' or 'Two' when you say each word. If they make mistakes, you need to repeat until they improve.
5. If students are doing well, you can reverse the minimal pair exercise and ask individual students to say one word of the pair that you then identify as 1 or 2. Do not proceed to this stage unless students are performing well.
6. An extension to this activity is to ask students, in pairs or groups, to produce pairs of homophones of their own. Ask them to say the pairs. They will also need to spell them or show what they have written (they can write in large letters on cards). If they have produced genuine homophones, write them up in one colour. If they are not homophones write them up in another colour - these are the sounds they need to

practise. This activity will give you valuable insights into students' pronunciation problem areas.

***The Silent Sounds Game.*** This game is a good way to practice the vowel and diphthong sounds, and it is particularly enjoyed by young learners. In 'Silent Sounds' you mouth a sound silently and the children guess the sound from the shape of your mouth. Use the game to contrast sounds that are often confused such as /ʒ/ and /e/ - found in words like 'mat' and 'met'.

Before you start, divide the board into two halves - left and right. On one side write the phonemic symbol for one of the two sounds - for example /ʒ/, or a word containing the sound - such as cat. On the other side of the board, write the other sound - so for example /e/ or the word 'bed'. Now mouth one of the two sounds, the children should watch your mouth closely and then identify the sound by shouting the correct sound, or - with a small class, by jumping left or right! You can then get the children to work in pairs and test each other in the same way.

***Sound pictures.*** Sound Pictures exploit young learners' love of drawing, associating pictures with sounds and spelling. This also helps students who have a visual learning style. With sounds which are more difficult for your class - for example, ask the children to make a sound picture. The children draw an object that has this sound such as 'chair'. Inside the picture of the chair they can write other words with the same sound such as *hair, wear, scared*. This can be an ongoing activity with posters on the walls which they can add to. It's a useful way of familiarising children with some of the sound / spelling rules.

***Dictation.*** Dictation is when someone speaks out loud and someone else writes it down. Getting your students to write down what you say is good listening practice for them, and when you're dictating minimal pairs they need to *listen* especially carefully. There are a few different dictation activities you can use.

- ***Minimal Pairs Dictation*** - The teacher reads out minimal pairs in a particular order and the students write them down. Or the students could have the words already written down and you could instruct them to put marks, numbers, colors, etc. on particular words as you read.

- *Running Dictation* - The students work in pairs. One student runs to read the words or sentences from somewhere farther away, like on the wall outside the classroom. They then dictate to the other student who writes them down. The dictation could be single words, minimal pairs or sentences including target words and sounds.

- *Fast Dictation* - This is where the dictation is read in one continuous stream instead of a few words at a time with breaks. The students listen and write any words or phrases they notice (without panicking!) In this situation, the dictation should include some target words (in minimal pairs) which the students should listen for specifically and write down in the order they hear them.

- *Picture Dictation* - The students have a picture, background or series of pictures containing objects that represent the minimal pair words. They follow instructions to highlight the pictures of their minimal pair words, which may include, coloring, making marks or drawing additional items.

***Chinese Whispers.*** When someone is genuinely whispering, and therefore not using their voice, it's nearly impossible to hear the difference between some words. For example: "bit" and "pit." In a social situation where whispering is used we rely on context to fill out the meaning.

In the classroom, Chinese Whispers is a game that involves passing a message from student to student, hopefully without it getting changed too much. In order to play Chinese Whispers as a pronunciation game it might be best to allow speaking and to ask students to carry the message farther away where it can't be overheard by others.

One student could be outside the door and you tell them what the message is. Then the second student goes outside and they tell them the message. The first student comes back in the classroom and sends the next student out. This goes on until every student has heard the secret word. The final student comes back into the classroom to say what they think the message was. If the message contains words from your minimal pairs list, it will probably have changed, maybe more than once.



**Card Games.** Flashcards are a wonderful resource that every ESL teacher should have bundles of. They can be used for whole class activities and games, or you can create multiple smaller sets to be used by individuals at their desks or in pair/group work activities. Here are a few examples:

- *Hold it High* - Just like Run and Touch (*see above*) if students have individual sets of cards on their desks, they can hold up the appropriate one when it's called, and the teacher can then look around and have a quick check that everyone is correct. To move from reading to speaking they should firstly say it as they hold it up, and secondly individual students could have a turn at the front.

- *Happy Families* - Create a set of cards containing maybe 6 – 10 families of 4 cards, color coded by families. For example, “boo zoo boom zoom,” “cap tap cub tub,” “kick thick kink think,” etc. Supply a complete list for each member. The cards are distributed like in Go Fish. Students in groups of four play, trying to collect sets of four by asking the person next to them if they have particular cards.

- *Snap* - Make the same decks of cards as in Happy Families. Students can play Snap in pairs or groups with a stack of cards containing relevant minimal pairs. The student placing the card down on the deck should call it at the same time. The next student must put down a card that fits in with that card family. The group proceeds until the winner has no cards left.

- *Catching Cards* - Students gather at the back of the room. The teacher throws individual flashcards and students try to catch them. When they get one they say the word and show it to everyone.

- *Pair Up* - Students are each handed a flashcard with a minimal pair word. They have to walk around and either find others with the same word/sound.

- *Bean Bag Toss* - Lay the flashcards containing the minimal pairs spread out on the floor. Each student takes a turn throwing a bean bag onto a card and clearly saying the word on that card. (They could then collect the card and win a point.)

- *Stepping Stones* - Lay the cards on the floor. Students use them as “stepping stones” to cross a river, saying each one clearly as they step on it.

Given that the language teaching profession changed its positions many times with respect to pronunciation teaching, it can be assumed that there have also been changes in methods and techniques used to teach the skill. In this work we would like to present an overview of the traditional and time-tested techniques as well as the new directions in pronunciation teaching. They are:

***Drama Voice Techniques.*** The focus of the above techniques has been generally on accuracy of sounds and stress at a word level. Nevertheless, we should bear in mind that both the ability to produce isolated sounds or recognizing suprasegmental features and fluency contribute to effective communication. Today's pronunciation curriculum which has communicative language teaching as its goal thus seeks to identify the most important features and integrate them in courses. The interactive aspect of pronunciation as well as other aspects of English can be emphasized by the use of drama techniques. In classes where these techniques are employed, they help to reduce the stress that accompanies oral production in a foreign language. They are fun, entertaining and relaxing. Moreover, they also increase learner confidence, because they help learners to speak clearer, louder and in a variety of tones. One means in which drama voice techniques can enter pronunciation classroom is for teachers to employ *poetry, tongue twisters* and *raps*.

***Audio feedback.*** In traditional methods, which have been used for a long time now, teachers have taken the advantage of the *audio medium*, namely a tape recorder, for a dual purpose. First, for listening to the recorded native-speaker discourse. And second, for taping students and replaying their own production. As a matter of fact, in today's pronunciation classroom audio feedback still plays a significant role. Most of all, learners are provided with authentic material and unlimited access to native-speaker's discourse. They can also record written passages and ask teachers for feedback.

***Multimedia enhancement.*** One of the major developments in the field of linguistics following the audio medium are *video recorders* and the use of *software*. These are an advance over audio tapes in that they provide visual support,

which is as important in pronunciation teaching as auditory. Celce-Mauricia (1996) lists also other advantages of multimedia enhancement (313):

1. access to a wide variety of native-speaker speech samplings;
2. sheltered practice sessions in which the learner can take risks without stress and fear of error;
3. opportunity for self-pacing and self-monitoring of progress;
4. one-on-one contact without a teachers' constant supervision;
5. an entertaining, game like atmosphere for learning.

As for *video recorders*, they may serve both as a source of learning material and feedback. Students may not only view a native speakers' production of speech but can also see and hear themselves if videotaped. Another innovative technique, which is becoming more and more frequently used in pronunciation teaching, are *computer displays*. The advantages of this medium include: visual feedback, entertaining, game like quality of programs, a great amount of individual feedback and the opportunity to compare learner's own production of speech with a native-speaker model. The only limitation of this medium that learners and teachers may come across is the availability of software, since many schools are still not equipped with large enough computer labs to meet users' needs.

So, raising learners' awareness of the target language phonology is one of the aims in foreign language teaching. Different methods are used for this depending on learner's age. Courses on phonetics are often used for these purposes at university level. This paper focuses on the development of pronunciation awareness and how it is affected by phonetics teaching. The 1<sup>st</sup>-year students of our faculty attended a pronunciation test, and also listed words that they found problematic to pronounce. This study also compares learners' pronunciation with their subjective evaluation of their pronunciation problems. The evaluations collected before and after a course in English phonetics are compared.

According to the results, the subjects' evaluations were partly affected by awareness-raising. The results also show a considerable difference in the evaluation of liquids.

## CONCLUSION

During writing our research paper we have learnt many sources. First of all, we give more attention to human speech that is the result of a highly complicated series of events. Besides we make a diagram in simplified form of human speech.

Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities. Teachers can urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom.

Understandable pronunciation is an essential component of communicative competence. With this in mind, teachers should set obtainable goals that are applicable and suitable for the communication needs of learners. Pronunciation instruction has to aim at intelligible pronunciation and teachers can actively encourage their learners' actual production, build pronunciation awareness and practice. Pronunciation instruction is very important because it is the main source of understanding. If learners cannot utter the correct version of a word, then they are not able to communicate correctly.

This is an immensely useful qualification work which provides a multitude of ideas for practising a wide variety of segmental and suprasegmental features. It provides a host of game-like activities with serious learning points through photocopiable game pages or game boards which can be distributed to the class.

Instructions and – crucially – answers are also provided, so that the teacher does not need to spend a long time in preparation, although care should be taken to allow enough time to set up the activity in class. Although many of these activities are designed for more advanced learners, they can be easily adapted so that the content reflects whatever the teacher is currently focusing on in class, and they therefore provide an ideal way of integrating focused pronunciation practice into a lesson.

Most teacher preparation programs can introduce some focus on L2 pronunciation issues and that pronunciation can be better incorporated into L2

curricula and better assessed. We are now at a point where most L2 teachers recognize that there is nothing wrong with having an accent, and that intelligibility and comprehensibility should be the goals of L2 speakers, not native-like status. Technology is advancing and there is a key role for virtual worlds and other sorts of practice opportunities informed by research. There are always at least two people involved in real communication and both sides should try to achieve communicative success, rather than putting all the responsibility on the shoulders of the L2 speaker.

In the first chapter of our qualification paper we characterized specific features of teaching English pronunciation, defined the term pronunciation, discussed the goal of pronunciation instruction, explained the importance of pronunciation instruction, elaborated the role of teachers in teaching pronunciation, and finally mentioned some suggestions in helping teachers to improve learners' pronunciation.

Achieving results by doing this part of our work shows that teaching pronunciation can be a challenge. It requires some technical knowledge about phonology, an ability to predict the problems students may have, plus a good supply of strategies, tools, and activities to help students understand and practice. Teaching pronunciation implies that the teacher can provide a good pronunciation model for students to follow, give explanations and demonstrations of things the students need to know, and lead them through a series of practice activities to help them make their new pronunciation habits automatic.

The second chapter of this work is devoted to analyzing main approaches of teaching pronunciation, describing effective methods and strategies of teaching pronunciation and defining their role in teaching a good pronunciation. A good pronunciation helps language learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively. This chapter of our paper mainly focuses on basic approaches, methods to teach pronunciation and effective ways that are useful in teaching pronunciation in the communication-based classroom environment and in this part according to Celce-

Murcia, Brinton, and Goodwin we have tried to describe such basic approaches and methods as:

- An Intuitive-imitative approach;
- An Analytic-linguistic approach;
- An Integrative approach;
- Audiolingualism;
- Cognitive approach;
- Silent Way;
- Naturalistic Methods;
- Phonetic transcription method;
- Minimal pair drills method and etc.

Teachers in the field of pronunciation teaching and research are the people best equipped to help L2 students. For those of us who teach at universities and colleges, we can start with our own students. A major change in teachers' attitudes towards pronunciation instruction is indispensable and it is their job to speed up change. By incorporating current research and its implications into their teaching practice, teachers can help learners gain the skills they need for effective communication in English. It must be borne in mind that teachers are the models for their learners, so first of all they should have good pronunciation; otherwise, they can harm their students.

It is mainly through pronunciation that your ideas are communicated to the world. For better pronunciation the learners should have adequate knowledge of segmental and supra segmental elements of pronunciation. Teachers should develop curriculum that balances both these elements. Depending upon the nature of students, the teachers should use their discrimination power to select the most suitable method or technique for improving pronunciation. Role play can also be used for improving pronunciation. It increases the enthusiasm and curiosity among the students. But it takes time as the students have to learn the dialogues and utter them. The audio recording method mostly suits the purpose, as in this, they can listen to the native speakers, and their own voice and understand the difference by

themselves. Thus, we can achieve perfect pronunciation by practising all these methods.

Thus we can conclude that effective methods and activities which have been described in this research paper help us to achieve good pronunciation skills. Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

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