PRACTICAL WORK ON TEACHING DIFFERENT TYPES OF PRONUNCIATION

Abstract

This qualification paper is about how to teach various types of pronunciation for learners who learn English as a foreign language. In this research paper, an appropriate and effective methods, innovative approaches, challenges and the best solution to teaching pronunciation are investigated to improve learner's pronunciation skills. The crucial reason why I chose this topic is that pronunciation is very important for learners to communicate and to get better understanding while being conversation. Beforehand,the most learners want to learn grammar, vocabulary, writing and so on but most of them don't pay attention to pronunciation.

As considering the importance of pronunciation we should more deal with pronunciation in our daily life if we want to be the perfect learners. So, in this research paper an effective ways of learning types of pronunciation were given for all learners.

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INTRODUCTION

English is the most useful language in today's world which gives special status to the individual in the present global 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 foreign language learners like age, perception and others. 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 especially in English language teaching classrooms. Linguists understood its importance and developed International Phonetic Alphabet to standardize its pronunciation. Learners, now have to concentrate on the sounds including vowels and consonants, such as the segmental and also the supra segmental features. This paper mainly focuses on basic approaches to teach pronunciation and methods that are useful in teaching pronunciation in the communication based class room environment.

English is the lingua franca of many countries. The knowledge of 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. International Phonetic Alphabet 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. 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.

Some information regarding the nature of second language pronunciation and the needs of the EFL teacher for teaching pronunciation, with particular focus on material selection and teaching methodology will be provided. Finally, this paper makes a number of recommendations as to how the teaching of pronunciation can be made more effective in the EFL classroom.

It is important at this point in time to make a distinction between speaking and pronunciation as it is sometimes wrongly applied interchangeably. Simply put, pronunciation is viewed as a sub-skill of speaking. Fraser explains that being able to speak English includes a number of sub-skills, of which pronunciation is "by far the most important" (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas". Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching.

I LITERATURE REVIEW

In the part of literature review of the researcher's qualification paper she wants to give readers background information what is my qualification paper is about, principles and reasons why the researcher chose this theme to conduct research, and she cites several research works which conducted on this topic before, and eventually how they are related to her study. It is explicitly stated that pronunciation plays pivotal role in learning foreign language and speaking fluently and clearly. In this literature review the researcher amassed an amount of information about the contribution of pronunciation. In addition to them, she cited opinions and researches of several scientists, such as Tergujeff, Morley, Seidlehofer, Lintunen, Celce-Murcia, Derwing, Savignonand others. By utilizing their work the researcher defines how they are related to her research and in which cases she may base on these researches.

A. Teaching perfect English pronunciation

One aspect of spoken English which can be improved without too much effort is pronunciation. In this paper the researcher describes characteristics of English pronunciation which learners can focus on in order to make their spoken English sound more confident, more proficient, and easier to understand.

Do we need to teach pronunciation

The pendulum has swung back again, and most ESL teachers now agree that explicit pronunciation teaching is an essential part of language courses. On the one hand, confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. On the other hand, poor pronunciation can mask otherwise good language skills, condemning learners to less than their deserved social, academic and work advancement.

"While there is little doubt about teachers' appreciation of the importance of pronunciation instruction, there is even less doubt about learners' own demand for effective pronunciation teaching: almost all learners rate this as a priority and an area in which they need more guidance. For any remaining sceptics, it may be worth briefly rehearsing the following responses to reasons sometimes given for not teaching pronunciation explicitly in an EFL program [3, 24]".

a) it is true that learners are very unlikely to attain a native-like accent - but their intelligibility can be greatly improved by effective pronunciation teaching;

b) it is true that pronunciation improves most through the gradual intuitive changes brought about by real interaction with native speakers - but for a large proportion of EFL learners the skills that enable this type of interaction do not come naturally; most need a 'leg-up' from explicit pronunciation teaching.

c) it is true that it is offensive to prescribe an 'accent norm' to which learners must assimilate, and it is true that people should be free to express themselves in whatever accent they choose - but it is not true that this freedom is given by withholding pronunciation teaching. On the contrary, it is effective pronunciation teaching that offers learners a genuine choice in how they express themselves.

"Despite widespread agreement about the importance of pronunciation teaching, in ESL courses around the country pronunciation is the aspect of language that receives least attention. The reason is not unwillingness to teach pronunciation, but uncertainty as to how best to help learners. This is of course not to discount the contribution of significant numbers of gifted pronunciation teachers" [18,149]. The problem is that the effectiveness of these teachers is based largely on individual experience and insights. Very little training in pronunciation

teaching is given in TESOL programs. For those already teaching who seek to improve their skills, the literature on phonological theory and English phonetics is often (with notable exceptions) found to be opaque, and of little applicability in the classroom.

The question, then, is not whether to teach pronunciation, but how to teach pronunciation. I have been developing a theoretical approach to phonology that I like to think is useful in this regard. It sees phonology not as computational processing, as is common in generative models, but in a communicative and meaning-based framework. Without going into technical detail here, I would like to consider some implications for pronunciation teaching.

"The demonstrated ineffectiveness of drilling phonemes, minimal pairs and stilted dialogues was a large part of the reason that pronunciation was all but dropped from language classes with the introduction of the communicative methods. Basing lessons around detailed descriptions of the articulation of sounds, intensive IPA transcription, or lectures on English phonology are also minimal in their effectiveness, while at the same time placing high knowledge demands not just on learners but also on teachers. Many teachers consider their own expertise in these areas to be inadequate, preferring to delegate pronunciation classes to those with more knowledge. The point I wish to make very strongly in this paper is that while knowledge of English phonetics and phonology is certainly useful, it is not in itself what is needed for EFL pronunciation classes. Much more important *is for teachers to have insight into the kinds of problems learners face in pronouncing English, and tools to provide for their needs at different stages*" [2,385-401].

Let us change the focus for a moment, then, from teachers to learners.

Why is pronunciation so difficult to learn?

"Pronunciation is one of the most difficult areas for learners, as well as for teachers. In quest of effective teaching, it is worth diagnosing carefully the nature of the difficulties that they face [5,14]".

a) There is a significant skill component for learners. Pronunciation is not just a cognitive 'knowing-that', it is also a physical 'knowing-how', similar to playing a sport or musical instrument. Learners need *motivation* and *time* to really practise pronunciation. It is very much worth spending class time discussing with learners their own ideas about what is involved in learning pronunciation. They are often surprised by the suggestion that they should practise speaking. Learners need help in overcoming both their wishful idea that pronunciation is a subject like, say, history, which can be learned merely by listening to a teacher, and the psychological and social barriers that make it difficult for them to practise effectively.

b) This skill component however is only that: a component. There is also a significant cognitive component in pronunciation learning, which is much less often acknowledged. Indeed, I believe it is useful to think of learning to pronounce a new language as involving a kind of concept formation, about which there is a large literature in psychology and education, rather than as a purely physical skill. Both teachers and learners themselves generally assume it is the latter, and can benefit greatly from a better understanding of the conceptual aspects of pronouncing a new language. For example, very often a sound that causes great difficulty to a learner is one that they can produce quite acceptably in a different context. "As just one example: a student who mispronounces 'j' in 'jam, fridge' etc, might use this very 'j' sound as a mispronunciation of the 'z' in 'zoo' or freeze'. Helping them to realise this, and to reallocate the sounds to more appropriate phonemes might

well be more use than instruction in the articulation of the palato-alveolar affricate" [10,77].

"The nature of phonological systems means that there is very often a radical difference between

1. what learners think they are saying

(their description of their own speech),

2. a phonetic description of the sounds they are actually producing, and

3. how someone from a different language background (eg. a teacher) describes their speech"[14,169].

"This creates scope for significant miscommunication between teachers and learners regarding the nature of any errors they are producing. I think many teachers are only partially aware of how unlike their students' perception of speech is from their own. An over-emphasis on the notion of 'transfer' in the literature on second language acquisition can increase teachers' sense that what learners are doing is 'mixing up (say) r and l" [17,68]. What is actually needed in my view is for teachers to change this interpretation of what is going on. It suggests that learners are using the same descriptions of sounds as teachers are, whereas in fact the problem is that the learners are unaware that there is any distinction between the sounds. To them, they are the same sound. Learners who come from backgrounds with non-alphabetic writing systems have even greater difficulty in even referring to individual sounds within words, in the way that is so natural to literate English speakers.

"Another area in which miscommunication between teachers and learners is evident is in discussion of syllables and word stress. The number of syllables people think they are producing can be quite different from the phonetic reality. This can seem quite bizarre to English speakers until we realise that our own belief that we are

producing two syllables in 'support' is often equally incorrect from a phonetic point of view (English words like 'support', 'police', are often pronounced with the first vowel phonetically non-existent" [26,49]. The gulf between what people think they are saying and what they are actually saying means that the level of insight people have into the phonetics of their pronunciation is generally very poor. Giving learners a phonetic description of the target sound is often not helpful, even if it is done accurately. To do this is akin to coaching a tennis player with instruction on which muscles of the shoulder to use. In my opinion, discussion of the articulation of sounds should be restricted to those which can actually be seen and felt by the learner: lip rounding and spreading, tongue between teeth, etc. In other cases, especially for vowels, it is much more useful to concentrate on training the learner's perception, and helping them develop better ways of thinking about the sounds of the new language - just as the tennis coach helps the learner find ways to think about the game rather than in giving anatomy lessons.

"The interesting thing is that people act, in pronunciation as in many things, not on the basis of the phonetic reality of sounds they hear, but on the basis of their description or concept of the sounds. A nice example of this comes from the case of word boundaries. Many learners speak in a jerky disconnected way, because they separate the words, rather than running them together"[21,62].

This is hardly surprising - most speakers of whatever language believe that their words are separated by short pauses. In fact of course, all languages run words together in connected speech (though the exact way in which the words are run together varies greatly from language to language). When people learn a new language, they will naturally try to keep the words separate. "Overcoming their misconception that separating the words makes their speech clearer, and encouraging them

to really listen to how words are run together in the new language, can be more effective than instruction in the rules of English co-articulation - which may make little sense to them if they still subconsciously believe that clear speech has separate words" [23, 45-47]. A large part of a teacher's skill, then, is in giving the learner new ways of thinking about or conceptualising words and sentences in the new language. This skill can include knowledge of articulation and abstract rules of phonology, but is not dependent upon it. It is a skill which many teachers have or develop, but which needs greater acknowledgement and explicit attention.

How to teach pronunciation

Given these considerations about the nature of pronunciation, let me now make some recommendations about pronunciation teaching - though in the short space available here I can only outline in point form ideas that require a good deal of expansion and demonstration.

Set pronunciation in a communicative context

"Learners benefit greatly from explicit explanation of how pronunciation fits into the overall process of communication. A very simple model of communication, showing a listener trying to interpret a message on thebasis of cues in the speakers' speech, is sufficient. This gives learners a framework within which to understand what goes wrong when they are not understood or are misunderstood, and to gain a clear, practical idea of the nature of linguistic contrast - not just a classroom drill with 'thigh' and 'thy', but the living basis of our ability to communicate in real life contexts" [20,56].

The advantages of working with this type of framework are:

a) It takes learners focus away from their own 'performance' and places it more clearly on the listener's experience of their speech. This can be very helpful in reducing nervousness and the expectation of

failure. Discussion of learners' experience of listening to foreign speakers of their own language can help them see how tolerant listeners are (in terms of understanding accented speech), and give them a sense that accents are nice - it is incomprehensibility that is bad, not the accent as such. These considerations can help give learners enough confidence in their segmental production to allow them the fluency and rhythm so important to intonation.

b) It changes the goal of pronunciation from one of mimicking a native accent (extremely difficult to achieve), to one of creating intelligible messages (perfectly possible). "Errors can be defined in terms of intelligibility rather than in terms of non-attainment of a perfect model - which allows much more scope for teachers to encourage successful communication rather than constantly focusing on deviations from native-like production. The rules of English can be defined in terms of what listeners need in order to understand a message correctly and easily, which makes them more meaningful and easier to relate to real speech" [25, 30-32].

c) It allows a blurring of boundaries between segmental and supra-segmental aspects of speech, and an easy way in to teaching learners about the information structure of speech, which is highly useful in teaching English prosody. Following from the emphasis on the listener's experience of their speech, they can learn that in English we use stress to highlight the information the speaker considers will be unpredictable to the listener. "Many other languages of course do not use stress for this function – the fact that English does needs to be explicitly taught and demonstrated. But spending time on this can give learners a 'handle' on understanding stress and intonation in terms of the meaning of the message, rather than as a set of classroom rules" [16,97].

B. Teaching pronunciation by communicative methods

The aim of this thesis is to apply the theoretical basis of communicative language teaching English pronunciation teaching within the context of Finnish school and curriculum for grades 7-9. Communicative language teaching is a prevailing teaching method used in English language teaching in most countries among many other Western countries. However, it has been claimed a problematic teaching method when it comes to pronunciation teaching and hence it has not been widely used by English as a foreign language teachers in most countries. CLT is a method that mainly aims to promote learner autonomy and increased learner motivation in order to achieve more effective learning results. CLT relies on learning activities in which the learners create their own content, instead of strict language tasks and exercises set by the teacher. In short, CLT is learner-centered as opposed to teacher-led teaching methods. The goal of this thesis is to apply CLT on English pronunciation teaching and present practical examples of pronunciation activities following the theory. The research question for this thesis is: How can CLT be applied to English pronunciation teaching to promote learner autonomy and motivation in order to achieve more effective learning results? Teaching pronunciation is an important aspect of language teaching because when using language orally, the key in passing one's message on lies in intelligibility which again relies strongly on pronunciation. Applying CLT to English pronunciation teaching and developing pronunciation activities that support the principals of CLT is an important goal because English pronunciation teaching is lacking in effectiveness that other areas of language teaching have already established with the use of CLT. English Pronunciation teaching also varies a great deal among Finnish EFL classes when it comes to the amount and the quality of it. "The root of the problem is in Finnish

teacher training where pronunciation is taught, but not the teaching of pronunciation. Other possible reasons for the incoherence and lack of pronunciation teaching are the different interpretations of the Finnish national core curriculum, where pronunciation does not play as big of a role as many other aspects of language teaching" [24,51]. Therefore, developing English pronunciation teaching and further study on how English pronunciation teaching could be made more meaningful and learner-centered is important.

Another interesting finding in Tergujeff's study is the amount of ear training used by EFL teachers. "In the context of pronunciation teaching, "ear training" is listening tasks that focus on pronunciation. Sound discrimination exercises are traditional examples of ear training, but Tergujeff adds that Morley suggests learners could also benefit from listening foci of wider range, an example of this is concentrating on supra-segmental features such as stress or intonation instead of individual sounds" [12,29]. However, less than half of the respondents claimed to have used ear training in pronunciation and approximately one-fourth indicated not knowing whether they have used it

To the teachers' defence, this result is debatable since Tergujeff mentions that the concept of ear training was apparently unfamiliar to some of the teachers and the question could have been formulated in a clearer fashion. After all, listening tasks focusing on contents are common in foreign language teaching in Finland, one of the reasons being the matriculation examination in upper secondary schools which includes listening comprehension test matriculation examination in upper secondary schools which includes listening comprehension test with the same concept. Considering this, Tergujeff speculates the possibility of bringing pronunciation-oriented listening tasks in to the foreign language

teaching, since the speech samples already exist and the teacher could merely add questions concerning a pronunciation issue.

When it comes to teacher training, Tergujeff speculates that in English language teacher trainingregarding the teaching of English pronunciation has possibly changed for the worse. Tergujeff suggests three different explanatory factors for this: Firstly, the rise of English as a global language, secondly, the rise of the communicative approach of language teaching, and thirdly, the overall decrease of the teaching of phonetics. "The second reason indicates again that communicative approach is problematic when it comes to pronunciation teaching and hence its rise is one element in the decline of teaching of English pronunciation. Furthermore, the study suggests that EFL teachers themselves have received considerable amount English pronunciation training during their studies, but only little training on *how to teach* pronunciation" [19,32]. The style of their training was mentioned to be" very traditional pronunciation teaching methods: phonetics and transcription, repetition and drills, discussion exercises, reading out loud, and listening tasks".

Tergujeff offers a possible explanation for this in the Finnish educational system where departments of foreign languages are responsible for training foreign language teachers for a Master's degree in the language they are intended to teach. However, departments of education offers didactics and teacher training as a minor subject which is included in the degree of foreign language teachers. Therefore, language teacher education consists of two parts instead of being a single unit. In this system it would be crucial to address properly both didactics and substance, but according to Tergujeff's study, it does not appear to be like this in Finland when it comes to English pronunciation and teaching of it.

This chapter also explains the challenges of CLT in English pronunciation teaching on a general level and then from the viewpoint of EFL teachers and their national core curriculum. To begin with, Seidlhofer states that CLT is challenging with pronunciation because it takes the attention away from language form, though teaching of the segmental and supra segmental levels of pronunciation is a necessity. In CLT, the learning of language items is difficult because the use of language in communicative activities should be communicatively as authentic as possible instead of highlighting the language items, which is the goal in language drills and exercises. To support her claim, Seidlhofer also cites Celce-Murcia who claim that proponents of CLT have not developed fixed strategies for teaching pronunciation communicatively nor have they dealt sufficiently with the role of pronunciation in language teaching. What is more, Lintunen suggests as well that the standard of pronunciation in Finland has not improved during the last decades though EFL teaching is more learner-centred and spoken language oriented than before. Lintunen believes that this is due to the negligence in the accuracy aspect even though the willingnessof producing oral language has improved due to the communicative approach. He states that "A goodlearner is *both* fluent *and* accurate" [15,65]. "When it comes to English pronunciation teaching in Finnish schools today, Tergujeff's findings coordinates with Seidlhofer and Celce-Murcia" [11,36]. Tergujeff characteristics the pronunciation teaching practices in Finnish schools as teacher-led and not in line with the principles of CLT, which promotes learner autonomy and being learner-centered.. These previous studies found EFL teaching to be teacher centered and concentrating quite rarely on the training of intonation and rhythm. In addition, the teachers in Tergujeff's study used hardly any communicative pronunciation tasks in their lessons. The

teachers also worked on the segmental level though, and Tergujeff cites, Pennington and Richards claim that for intelligibility, suprasegmental features of speech are more crucial than segmental features, and Derwing also mention that in pronunciation teaching, concentrating on suprasegmentals is more effective than concentrating on segmentals. On explanation why pronunciation teaching in Finnish schools is not in line with the principles of CLT, could possibly be traced back to the Finnish national core curriculum. Savignon mentions that with CLT the understanding of language learning is not only an educational, but also a political issue. Sauvignon explains this as follows: Language teaching is inextricably linked with language policy. Viewed from a multicultural intra-national as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of language-learning goals but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policy makers, linguists, researchers, and teachers.

This means that any teaching method, whether CLT or other, requires not only the teachers' investment in it in classroom, but also the support of higher level policymakers who regulate the national teaching policies, and therefore deployment of a teaching method is dependent on the political atmosphere and hence a political issue as well. Furthermore, if English pronunciation overall receives only little attention in the core curriculum, the curriculum can hardly be expected to encourage and advance the implementations of CLT in pronunciation teaching either. Saving no continues that the collaboration of the parties mentioned in the quote above is required also when evaluating the success of the programs. This is important, because the failure of many curricular innovations is due to the incapability of making corresponding changes in evaluation. For example, currently more holistic assessments of

learner competence are favoured, such as essay writing and in-class presentations, but assessment initiatives in a form of portfolios and collections of learner'spoems, reports, stories, videotapes and similar projects representing and encouraging learner achievement do not go unopposed by schools boards, parents and governmental funding agencies. CLT assumingly faces these policy-related problems as well, since it lacks universal scale of assessment of individual learner, which is frustrating for the teachers as well, as mentioned earlier in the text. Thus it is perhaps reasonable to contemplate whether the universal scale of assessment is always necessary. An alternative assessment method could be based on the individual development, especially when it comes to pronunciation. This could benefit especially those struggling to meet the universal assessment criterion and on the other hand those as well who feel the teaching is not challenging enough for them. Obviously this type of assessment would require greater investment of teacher resources, since the assessment would have to be planned individually for each student. Teaching pronunciation is more suitable to the nature of CLT, and some studies suggest that teaching supra-segmentals is more effective than concentrating on segmentals and that suprasegmental features are also more crucial than segmentals when it comes to intelligibility. Achieving intelligibility is one main goal of pronunciation overall and therefore concentrating on the aspects that support intelligibility the most is justified. Also to support the chosen top-down approach is an idea that after learning to detect and produce supra-segmental features of pronunciation in speech, perhaps it is easier for the learner then to begin recognizing and developing the production of the segmental features of speech more efficiently as well. However, this is only an idea and further research should be conducted in order to prove its validity.

C. How to get perfect English pronunciation

Some tips for perfect English pronunciation

Accurate pronunciation is an important part of learning any language. The way your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it not just a question of acquiring knowledge, it's a physical skill that you need to practise regularly.

How to improve English pronunciation

There are no shortcuts to perfect pronunciation, however there are some ways you can practice more effectively and improve your skills faster. Follow our ten top tips, start improving your pronunciation today and take a step closer towards your goal of perfect English pronunciation.

Listen to yourself

It's often difficult to hear pronunciation errors in your own speech because you are concentrating actually communicating rather than the sound you are making. If you can't hear your pronunciation problems, it's tough to correct them. Try recording your speech with your smartphone or PC and making a note of specific areas you need to improve on

Slow down!

Many English learners think that speaking fluently means they need to speak fast. This is wrong. Speaking too fast reinforces bad habits and makes the speaker sound nervous and indecisive. Speaking slowly will give you time to breathe properly and think about what you want to say next. Because it gives you time to think while you are speaking, you'll feel more relaxed and be able to concentrate on making your English sound fantastic.

Picture it

Close your eyes and think about how to make a sound before saying it. Visualize the positioning of your mouth and face. If you have studied with the phonemic chart, think about the sound you are making and how it relates to other English phonemes. If you have used diagrams of the mouth and tongue, think about the shape you need to make inside your mouth if you want to make the sound correctly.

Get physical!

Pronunciation is a physical skill. You're teaching your mouth a new way to move and using different muscles. Focus on difficult sounds each day. Having trouble with 'th'? Put your tongue between your teeth (don't bite down) and blow air out of your mouth. Feel the air move over the top of your tongue.

Watch yourself

Stand in front of a mirror to see the placement of your tongue, lips, and shape of your mouth when you make certain sounds. Compare what you see with a video of a native-speaker saying the same thing.

Copy the experts

There's no replacement for learning pronunciation from the experts - native-speakers. So listen! Listen to English radio programs and watch television and movies in English. Imitate what you're hearing – even if you're not sure what they're saying yet.

Practice English alone

Pronunciation problems persist because we're afraid to make mistakes. Create scenarios – meeting someone for the first time, ordering at a restaurant, asking for directions – then act out the dialogue by yourself. Don't be shy.

Find a language buddy

Getting feedback from an outside observer is crucial. Find a friend who's also interested in improving their English. Try exchanging recorded messages so you can listen closely to each other's pronunciation.

Pay attention to intonation and stress

Good pronunciation is more than just mastering individual sounds. It's also understanding intonation (the rise and fall of the voice) and stress (some sounds in words and some words in sentences are louder or clearer than others). Read poems, speeches and songs aloud, concentrating on the word stress and intonation.

Sing a song

Learn the words to popular English songs and sing along. Singing helps you relax and just get those words out, as well as helping your rhythm and intonation. Because you don't need to concentrate on constructing sentences for yourself, you can concentrate on making your pronunciation sound great!

"Give each of these tips a try next time you have a chance and find out which of them works best for you. Remember, none of them is an instant fix but they will all help you reach your goals as part of regular practice" [13,90].

Furthermore, using different games belonged to pronunciation also helps to get perfect pronunciation. The researcher can cite several pronunciation activities and games below:

Rhyming pair game

This activity is a pronunciation and memory game. It works best if you split the class into small groups. You 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:

Procedure

o house, mouse

o die, cry

o cook, book

o wheat, sheet

- Ask each group to place all of their cards face down on the table.

- 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 keepthem.

- When there are no cards left on the table, each student counts how manycards they have to see who is the winner.

- For this activity students need to recognise that some words have a similarpronunciation even though the spelling is very different. For higher levels,include lots of difficult pairs of words. For example:

o town, noun

o turn, earn

o though, low

o square, air

o paw, store

o some, thumb

o lake, break

- 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, emphasizing that the words have thesame sound, but not the same spelling or meaning. For example:

o some, sum

o threw, through

o so, sew

o pair, pear

o right, write

o 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 practice pronouncing difficult sounds in English.

Procedure

Write some English tongue twisters on the board or on pieces of paper to distribute to students. Ask them to read the tongue twisters aloud. Then faster. Then three times in a row. Here are some examples:

o She sells sea shells on the sea shore

o A proper copper coffee pot

o Around the rugged rocks the ragged rascal ran

o Red lorry, yellow lorry, red lorry, yellow lorry

o A big black bug bit a big black bear

o Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

- Ask the students if they have any tongue twisters in their L1. Have a go atsaying them yourself. This usually causes a good laugh, and makes theactivity more two-way and interactive.

- Now ask the students to have a go at creating their own tongue twisters. Thisactivity is a variation of the famous 'Consequences' game. Write the followingquestions on the board:

1. Write your first name

2. What did she/he do?

3. Where?

4. When?

5. Why? Because…

Now give students the following instructions:

1. Get into teams of about 5 people

2. On a piece of blank paper write your answer to question 1.

3. 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, for example: Bob - bought a bike

o Pass the paper on again and write an answer to question 3 again using the sound at the beginning of the name.

o Continue until all the questions have been answered.

o Pass the paper back to the person who started with it. Read all of thetongue twisters aloud.

- It might help if you give the students some examples before they begin theexercise:

o Bob bought a bike in Bali on his birthday because he was bored

o Susan sang a song at the seaside on the 6th of September

because she saw some sunshine

o Laura laughed in the launderette at lunchtime because she lost her laundry

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

- Choose from 8 to 10 homophones to dictate.

- Tell your students you are going to say about 10 words and for them to writethem down.

- Ask students to stay silent while you dictate and not to check with a partner.

- Dictate each word clearly and allow students time to write

Here are the 10 the researcher usually chooses with their homophone in brackets

band (banned)Irll (aisle, isle)

nose (knows)right (write)

there (their, they're)sun (son)

past (passed)cell (sell)

flu (flew)knot (not)

- In pairs, have students check what they have written down. As students checkthe write the words (not in brackets) up on the board.

- After the pairs have finished they may see a difference in their lists. Ask thewhole group if they have written down the same as the list on the board. Notethat many students may feel they have written down the wrong words if their own words are different from the list on the board" [22,39].

- 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.

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. Now elicit again what differences there are between the words. You can write these differences and similarities on the board for clarity. 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 practice and remember homophones.

Procedure

- Ask 3 volunteers to sit in a chair facing the board (about 2 to 3 meters away isfine). Each should have a piece of chalk or marker.

- Then tell learners they are going to run up to the board and write two versionsof the homophone from the word you read out. The one who is the sloweststays 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, forexample *'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 shouldcome 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'***

D. Using modern ways of teaching pronunciation at English classes

Being teachers of English, we use various methods in classrooms to teach pronunciation which includes:

Naturalistic method

In this method, learners are exposed to the language for some time. They don't have the pressure to imitate; theyjust 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 foreign language learners are given the detaileddescription 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 alsoby referring to a standard dictionary" [11,36].

Minimal pair drills method

Minimal pairs are the pairs of words or phrases that differ in only a single sound. So, the teacher makes thestudents understand the basic patterns of each and every sound in the target language. Teacher selects the words 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 - /ʃiːp/

Zip - /zip/ &zeep - /ziːp/

Pen - /pen/ & Pan - /pæn/" [6,85-87].

Sentence drills or contextualized minimal pairs

After this 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.

E.g. Are you the *least* in the *list?* /ɑː(r) juː pə *liːst* in pə *list*/?

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" [4,25]. Usually, the stress sounds are represented by a dot below them or stress syllables are capitalized.

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 /ˈrekɔːd/, record /rɪˈkɔːd/ - 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 foreign language 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. Betty bought some butter, but the butter was bitter, she mixed the bitter butter with the better butter to makethe bitter butter better.

Reading aloud

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 then and there in the class room 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 soft wares 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" [7,393-410].

An intuitive-imitative approach

This approach is purely based on intuition and imitation. It presumes that the second language learners arecapable of good listening and imitation without any detailed explanation. This approach requires good and reliable resources like audio-clips, audio visual aids, songs, rhymes etc.

An Analytic-linguistic approach

This approach is based on analytical abilities of the learners. In this, the instructor gives the informationregarding all the rules of the language, 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.

An Integrative approach

"This is an integrated approach focusing both on segmental and supra segmental features, inorder to improve thelinguistic capabilities of the students as well as focuses on imitation too, to increase the communication abilities, such as a combination of both imitative and analytical" [8,58-59].

"It is mainly through pronunciation that your ideas are communicated to the world. For better pronunciation thelearners 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" [9,215]. 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 practicing all these methods.

II. RESEARCH PLAN

A. Statement of purpose

In this section of the research the researcher tried to demonstrate to the reader precisely what the author's purpose was in doing the study and precisely what research questions the author sought to answer or what hypotheses she wanted to test.

1. The goal of the research

The main goal of the research is that how to teach pronunciation and its diverse and to find out an effective and appropriate ways of teaching pronunciation for language learners. As far as I concerned, pronunciation is the crucial aspect of the language that we come across while learning. Unlike other aspects like reading, writing and vocabulary, teaching pronunciation is a little bit difficult while starting to learn the language. In this research, I am about to reveal that methods and approaches in teaching and learning pronunciation, challenges that learners more confront and to tackle the best solutions for learner's difficulties. I intended that to help students have intelligible pronunciation. I found that English pronunciation involves too many complexities for a complete elimination of accent. I emphasized more in this paper to teach pronunciation by using an interactive game according to learners' age. With the help of this kind of games students can understand what they hear. Another pivotal aspect of my research is that to teach received pronunciation to learners. I want them to be understand and to be able to communicate effectively. For most students, target language would be both unrealistic and to be blunt, pointless. Not only would very few students be able to achieve such a goal, but very few native speakers speak with an received pronunciation accent and so it seems a rather unrealistic targets. As I found that communicative

approach is the effective way of teaching pronunciation while selecting materials for this research paper.

2. The objectives of research

B. Methods

1. The subjects of the research

I conducted the class of 4th"B" grade of pupils in school. The list of the pupils is following:

1	IslomovaAmiraShoasrorovna
2	Kamolov Muxammadsodiq Mansur O`g`li
3	Karimova Sevinch Otanazarovna
4	Karimov Shoxrux Rustam o`g`li
5	Mavliyanova Ruxshona Baxtiyorovna
6	Nurullayev Og`abek Najmiddin o`g`li
7	Nulullayev Inombek G`aybullo o`g`li
8	Pirmamatov Mexroj Azizovich
9	Rustamov Ozodbek Jo`rabekovich
10	Rasulov Shoxruz Dilshodovich
11	Raxmonov Bexro`z Odilovich
12	Sohibjonova Shaxina O`lmasovna
13	Xolmirzayeva Samira Habibullo qizi
14	Zafarov Oybek Dilshodovich
15	O`ktamov Anvar Azizovich
16	Xurramov Shoxrux Farruxovich

5 of them are girls and the rest of them are boys. They have different characters and skills according to several situations and assignments and addition to them, they have many other characteristics relating to their age, gender, educational level, native language, language of proficiency in a foreign language, nationality and socioeconomic status. It is fact that as they are 4-year pupils their age are 10 and 11. Among them some of them are 12 years old. As aforementioned 1/3 the class belong to gender of feminine and the rest are masculine. Most of them have an educational level of beginner. If we pay attention to their native language, it is uzbek language and myriad of them have sufficient

English language proficiency in terms of speaking, writing, reading, and listening skills. Their nationalities are uzbek and tadjic and they have average socioeconomic status.

№	Last names	Nationality	Gender	Level	Age
1	IslomovaA	Uzbek	Feminine	beginner	11
2	Kamolov M	Uzbek	Masculine	beginner	11
3	Karimova S	Uzbek	Feminine	beginner	12
4	Karimov Sh	Tadjic	Masculine	beginner	11
5	Mavliyanova R	Uzbek	Feminine	beginner	12
6	Nurullayev O	Tadjic	Masculine	beginner	11
7	Nulullayev I	Tadjic	Masculine	beginner	11
8	Pirmamatov M	Uzbek	Masculine	beginner	10
9	Rustamov O	Uzbek	Masculine	beginner	11
10	RasulovSh	Uzbek	Masculine	beginner	11
11	Raxmonov B	Tadjic	Masculine	beginner	11
12	SohibjonovaSh	Tadjic	Feminine	beginner	11
13	Xolmirzayeva S	Uzbek	Feminine	beginner	10
14	Zafarov O	Uzbek	Masculine	beginner	11
15	O`ktamovA	Uzbek	Masculine	beginner	11
16	XurramovSh	Tadjic	Masculine	beginner	11

And one of the noticeable feature of this study according to subject, it should be said that they were chosen randomly, not specifically or self-selected. The reason why the author chose them randomly is that when subjects are selected randomly, without choosing intentionally, the results can be more natural and objectively.

2. The materials of the research

In my opinion, teachers should always be working on pupils' pronunciation to help them communicate more successfully. So teaching

pronunciation is always an important aspect of foreign languages. In my research paper as a teacher trainer I have been surprised at how often experienced teachers are reluctant to tackle pronunciation issues in class. I can think of at least two reasons why pronunciation tends to be neglected: firstly, the lack of clear guidelines and rules available in course books, and secondly the fact isolated exercises once a months do not seem to have much of an effect. First of all, in order to achieve the goal of the lesson, we should more pay attention to select appropriate materials for learners because materials provide the quality of the lesson. While conducting the lesson, I tried to pick up an effective material in order to improve learners' pronunciation skills. From my experience, pronunciation work can be kept simple and employ exercise which are both accessible and enjoyable for students, whatever their level. Whenever students do a freer speaking activity, the main is usually for them to develop their speaking fluency in the language. However, the activities also serve to work on students' accuracy in pronunciation. When my learners in classroom do such group work or pair work activity, I listen and note which are divided into the areas such as pronunciation, vocabulary and grammar aspects. I used more coral repetitions during the class. I told one word which belongs to the lesson, after me all students repeat my word. During the lesson, I used board to be more interest of the lesson quality. The best activity which I used while conducting the lesson was that I select any kind of word for example about vegetables: an apple, a peach, cherry, banana, nut and so on. Firstly, I pronounce these words myself and one pupils should come to the blackboard and should write down these words. Finally, they write down it and we see what the word was. I also some pupils challenges which come across in some words for example, bed and red, did and dead. I gave to my students this kind of words and after that on the board

I draw a column with the heading \e\. In this column I wrote the word ''dead'' and have students repeat it. I then asked examples of words which rhyme with this, which students find easy. In my opinion, If the classroom allows it, it is also a great idea to have students pin posters with sound columns up on the wall and add to them whenever a new items comes up for that sound, particularly if it is strange or different spelling. I assume that to improve the quality of the lesson during the lesson video materials, audio materials, computers displays and tracks and sounds should be more used. Then we can go to the success during the lesson.

3. The procedures

Before organizing the lesson, the researcher prepared lesson plan. collected materials to teach the lesson including computers,flash card, handouts projector, exercise and activities. The views of my lesson plan are followings: Theme was ''what is in your garden'' for 3th grade pupils.

Stage 1. Organizational moment. In this part, I greeted pupils and asked some questions from them like How are you? Are you ready for the lesson? Well,Ifyou are ready, we will start our today's lesson. Who is on duty today? Well, who is absent today? What day is it today? What date is it today? What is the weather like today?

Stage 2. Warming up. In this part, I organized games to attract pupils for the lesson**.** Playing games named "Pantomimic game"

I told to the pupils that we would do warming up game with them in order to appeal their attention for the lesson fully. Then I explained the rules of the game. There was given cards which written the names of the verb and pupils should come to the blackboard. They should choose one card and show this verb in showy way. Others should find out the action

pupil's showed. I asked if this task understandable for them? then I told Well, one, two three …go

Stage 3. Checking home task. I checked pupils work individually. I asked from them what was your home task for today? Who can tell me? Did you learn new words? Now I will ask you a new words turn by turn.

Stage 4. Explaining new theme. I explained new theme with the help of teaching materials. Theme was "what is in your garden". I used video materials and posters to explain the new theme.

Stage 5. Activity 1. In this part, I used ''Crossword puzzle''. Before doing this task I explained the rules of the puzzle. I told you should be divided into two groups. And each groups should choose the name for its own group name. The first group is ''the fruits'' and the second group's name is "the flowers". I gave them crossword there they should have put suitable words which written.

Stage 6. Activity 2. Individual work organized. In this part, I explained to pupils that write down what was in your garden. For example, thereare flowers, plants, fruits, vegetables in my garden.

Stage 7. Activity 3.Group work organized. Below you can see the form of the lesson fully. This game was very interesting, to play this game we needed a ball. First group had to tell one word and through the boll to another group and next group had to continue.

Stage 8. End of the lesson. I gave homework to pupils for the next lesson.

Lesson 2

The theme of the lesson was Revision. We repeated all themes.

Stage 1. Organizational moment**:** I asked some questionsfrom pupils like, who was on duty today? What day was that day? What date was that day? Who was absent that day? What was the weather like that day?

Stage 2. Warming up: (playing game named "Sentence box") Playing game named "Find the word". I explained pupils playing a warmer up game. Playing game was named "Find the word". I explained the rules of a game. For playing this game, firstly pupils should be divided into two groups. 1-group's name is "Clever". 2-group`s name is 'Smarts' (They will be divided into two groups considering equality of their knowledge). There are different sentences in the box. One member of each group come to the blackboard and chooses one sentence in this box closing his or her eyes. Then he or she should read and translate it. Pupils should put correct word to the sentence. Game is continued in this way until one group members cannot translate sentence and one group is admitted as winner.

Stage 3.Checking home task. I asked checking up pupils' homework. I asked what was their home task for that day? Are you ready to the lesson? I collected their copybooks at the end of the lesson and checked them.

Stage 4.Explaining new theme, our topic was "Revision". We strengthened with pupils about all things which we had the last lessons. I showed pupils a pictures about our last topic. I told them there were several topics, such as: Illnesses, Sports, holidays, and others.

Stage 5. Group work. True or false"**:** I told pupils to do one exercise. I gave a paper related to previous theme. It was a group work and they had already been divided into two groups. I explained the rules of exercise in dialogue and questions in the paper. Firstly, pupils should read it. After reading, they should answer the questions. For doing this task you would be given 6 minutes.

Stage 6. Individual work. "Read and complete". This activity was called "Read and complete.I gave two papers. In first paper dialogue was written and pupils should read this sentence attentively. In second paper,

table was drawn and it was divided into two parts, such as: advantages and disadvantages. After reading, they should fill this table according to the text.

Stage 7. "Test" – 4 minutes Our next activity was very interesting. I believed it attracted all of pupils. It was called "Test". Test was hung on the blackboard. For playing this game one member from each group come to the blackboard and they should do it in 4 minutes. This test was prepared from previous lesson and it was very easy. Other members of groups would help them to find new words. For every correct answer one red card was given to the group.

Stage 8.Homework: 2-minutes - Revision

Stage 9.Assessment: Assessing pupils according to their home tasks and participation to the lesson.

Stage 10.Ending of the lesson -1 minute.

Lesson 3

Stage 1.Organizational moment- Greeting organized. Before starting I calledthe roll who was absent that day in the lesson. I asked some questions from pupils like who is on duty today? What day is it today? What is the date today? Who is absent today? What is the weather like today? All right

Stage 2.Warming up: (playing game named "Sentence box") -Playing game named about" Find the act and show them". We did warmer up. I explained the rules of game. I told pupils to do actions and others should show it. For example, told them "two clap" and they should clap. I asked to do two clap, one step, three jump, raise your hand,touch your head. Three clap, close your eyes, stand up, sit down, sleep, get up.

Stage 3. Checking hometask-5 minutes. In this part, I checked up your homework. I asked what was their homework? Had they learnt by heart new words and types of sport.

Stage 4.Explaining new theme "Illnesses". I spoke with pupils about illnesses. I told There were several types of illnesses. For example, a headache, a toothache, a sore throat, a tummy ache, sore leg, a sore hand, a sore eye, a runny nose. I pronounced these and pupils should repeat after me.

 Stage 5. Group work- we did exercise. Pupils were given crossword related to new theme. They saw the pictures of illnesses in the crossword. They did it and encouraged.

 Stage 6. Individual work.Second exercise was finding the names of words. I explained how they do this task. Then I gave them handouts.In these handouts, the pictures were given. they should find the names of illnesses in these

 Stage 7. The third exercise was very amazing. They were given balls and inside these balls words are hidden.4 pupils came to the blackboard and took one ball and blow up these balls after splatted the balls pupils should act these actions.

Stage 8. Homework: 2-minutes – Revision. I gave pupils home task for them about illnesses. ex 4 and 5

Stage 9.Assessment: Assessing pupils according to their home tasks I marked pupils according to your homework and activities during the lesson.

 Stage 10.Ending of the lesson - 1 minute.the lesson was over.

4. Data analysis

In the section of analysis of the data the researcher explored a step-by-step process. The researcher explained how the data were organized and what steps were taken in analyzing them. In other words, in this part of the research paper, all information which was given in materials and subjects, procedures of the research work were analyzed. First of all, speaking about the subjects of the research, it can be surely

said that for conducting this study four-year-pupils of school №1 were chosen randomly. Before selecting these pupils, the researcher conducted a survey how they were aware of types of pronunciation and much knowledge they had about it. In that survey both 4"A" (It was labelled Group A) and 4"B" (It was labelled Group B) grade pupils participated. According to the results of survey Group B pupils were selected for conducting this research study.

After having selected the subjects, the researcher planned to conduct three demo lessons with these pupils who showed better results than another group in the survey. For that firstly, the researcher tested these pupils how their knowledge about pronunciation, grammar and vocabulary. After having examined them the researcher decided to organize three demo lessons. During these demo lessons the researcher used diverse materials belong to the themes and types of pronunciation.

When it comes to the procedure of the research, the researcher tried to explore how the process was implemented by explaining all three demo lessons step-by-step. For instance, initially, the researcher presented full process of first demo lesson, secondly, she gave full process of the second demo lesson. Lastly, the researcher introduced third demo lesson with its stages and she explained how she achieved her aim during this study.

To sum up, the section research plan comprised these steps given above.

III. DATA COLLECTION.

In this research paper, an effective ways of teaching diverse kinds of pronunciation have been surveyed for beginner school pupils. As before mentioned, while conducting the class, she has picked up all necessary information which need to my research paper. Beforehand, during my practice, the researcher dealt with my research paper practically. The researcher observed all pupils' knowledge related to pronunciation. the researcher has chosen two class for doing this research and the researcher organized three demo lessons on diverse topics. It can be explicitly said that, first of all, before conducting the research, participants' awareness is tested weather they know about this and if they know how is their level. In my investigation as other researchers the researcher also followed general rules. For examining participants' knowledge and awareness about research topic the researcher also organized a survey. In that survey the researcher prepared 16 questionnaires for pupils including three questions on them and 8 questionnaires for teachers consisted of 4 questions. In my survey the researcher surveyed 16 pupils from 4 "A", and 16 pupils from 4 "B" classes. The researcher can cite some of questions which were reflected on my survey. They are as follows:

-What do you think what ways of teaching different types of pronunciation are effective for learners?

- Is Pronunciation important to be the best language learners? And so on. In order to show how the researcher collected data from these groups clearly, the researcher want to label these groups as G*roup A,* and *Group B.*

Both Group A and Group B pupils were taught by the same teacher. Below the researcher presented the list of pupils who participated in the survey under the name of Group A and Group B.

In order to lead a lesson effectively, the researcher asked from my cooperative teacher the topics of the current month. The reason of the fact that the researcher did so, the researcher wanted to take into consideration curriculum system as well and not waste the time of the lesson by giving them not related topics. For doing this, the researcher made a lesson plan for the first lesson according to their student's books and workbooks connecting with types of pronunciation. In her lesson plan the researcher divided the lesson several parts such as, organizational moment, warming up, checking homework, explaining new theme, strengthening, giving home task and ending of the lesson in order not to lose the time-management and control of the lesson.

If the researcher emphasizes her investigation aim, the researcher used special pronunciation exercises connected to the lessons.

For doing that task they were divided into two groups such as "fruits" and "vegetables". the researcher explained the rule of the exercise to pupils and they did it as a rule collaboratively. According to the rule, pupils did that exercises in the following way:

Each group was included 8 pupils and satin a circle .And then they wrote about the goofiest thing they have watched on TV recently. After everyone had written for minutes, each of them passed their papers to the person on their left. They then drew a picture based on what they read; after two minutes, they passed the papers to their left, hiding the written portion. They looked at the drawings they have received and wrote about the pictures for two minutes and spoke. Most of pupils who participated in this lesson tried to be more active get more knowledge from that lesson. After the lesson the researcher assessed them according to their participation and knowledge as follows:

1. From the group of "Fruits"

№	Last and first names	Marks
1	IslomovaA	5
2	Kamolov M	3
3	Karimova S	4
4	KarimovSh	5
5	Mavliyanova R	4
6	Nurullayev O	4
7	Nulullayev I	4
8	Pirmamatov M	5

2. From the group of ''Vegetables''

№	Last and first names	Marks
1	Rustamov O	4
2	RasulovSh	5
3	Raxmonov B	5
4	SohibjonovaSh	3
5	Xolmirzayeva S	4
6	Zafarov O	4
7	O`ktamovA	5
8	XurramovSh	5

In this activity the group of "Fruits" were winner because of active participation and more clear answers. Only one pupil did not to the lesson.

In her second lesson the researcher utilized another collaborative writing task to improve their communication skill by writing together. It was called Jigsaw writing. the researcher explained the rule of that activity. the researcher brought cartoon strips. Firstly, they did that task in small groups and the researcher gave each group one or two pictures from the sequence. They had to write a paragraph describing what

washappening or happened in their pictures, and should have had a copy each. All of them had to use one tense. Then the researcher regrouped them into larger groups. One of them from each group who wrote about each of the pictures stood up and the researcher asked them to decide on the correct order of the pictures and made any changes necessary to turn their paragraphs into a coherent whole. Finally, they read and compared the different versions by discussing the pictures by talking in foreign languages. This lesson the researcher also considered more effective in developing communication skill of them by effective methods of pronunciation. At the end of the lesson the researcher marked them as follows:

1. The group of "Rainbow"

№	Last and first names	Marks
1	IslomovaA	5
2	Kamolov M	4
3	Karimova S	4
4	KarimovSh	5
5	Mavliyanova R	5
6	Nurullayev O	4
7	Nulullayev I	4
8	Pirmamatov M	5

2. The group of "The sun"

№	Last and first names	Marks
1	Rustamov O	4
2	RasulovSh	5
3	Raxmonov B	5
4	SohibjonovaSh	4
5	Xolmirzayeva S	5

6	Zafarov O	3
7	O`ktamovA	4
8	XurramovSh	5

It is clear from the table that in this lesson the group ''The sun" were winner. All pupils attend to the lesson and almost all pupils were motivated in this lesson by complimenting of the teacher.

In the third lesson of her, the researcher utilized another pronunciation activity named "Free association". That exercise was done in group. The researcher explained the rule as follows: "as an example, the researcher gave them a word ,and you give me a word in response." Then the researcher demonstrated the process with them. The researcher said one name of place in Uzbekistan such as, Samarkand and they said one word. It was an adjective such as famous city, historical city, well known etc, and it was noun or combination such as quaint old buildings or gardens and so on. The researcher wrote all words on the blackboard and kept a list of the twenty words that the researcher and they said. After that the researcher paired up students and had them free-associate ten words to make up a list of twenty words. Students then wrote paragraphs and stories based on their lists.

That exercise brought expected result, because students tried to speak more and fluently. As before the researcher said, while doing p activity pupils had to pronunciation activity discuss and more debate about given issue or problems. In other words, it helped pupils to develop their communication skill by pronunciation exercises and nobody missed the lesson.

I presented also third of my lesson to demonstrate their results of participation how my lesson was effective to develop their communication skill by using pronunciation activity exercises.

1. From the first group

№	Last and first names	Marks
1	IslomovaA	5
2	Kamolov M	4
3	Karimova S	4
4	KarimovSh	5
5	Mavliyanova R	4
6	Nurullayev O	4
7	Nulullayev I	5
8	Pirmamatov M	5

2. From the third group

№	Last and first names	Marks
1	Rustamov O	4
2	RasulovSh	5
3	Raxmonov B	5
4	SohibjonovaSh	4
5	Xolmirzayeva S	4
6	Zafarov O	5
7	O`ktamovA	4
8	XurramovSh	5

In this lesson the researcher was satisfied more rather than previous of lesson. The reason why the researcher considered it could be more efficacious is that her experience of teaching developed and pupils' attendance and motivation improved coming to this lesson. Furthermore, they had interest to discuss and debate during the lessons and the researcher am surely say that it is fruitful for the development of their communication skill.

IV. RESULTS AND DISCUSSION

It is clear that the researcher has found out necessary information which belong to my research work by studying the data. The researcher has surveyed challenges and hindrance among learners who learn language. As above mentioned, Pronunciation is one of the pivotal aspect of language. We cannot communicate with people fluently without correct pronunciation. the researcher clarified all exercises and activities according to learner's knowledge. In the data, the researcher was aware of the results and score of pupils who participated

A. Pre-presentation results

In order to show pre-presentation results of selected groups clearly, the researcher wanted to label these groups as G*roup 1,* and *Group 2.*

Both Group A and Group B pupils were taught by the same teacher. Below the researcher presented the list of pupils who participated in the survey under the name of Group 1 and Group 2.

The names of Group A pupils.

№	Last and first names	Teacher
1	Abdug'aniyeva Lobar	
2	Abdug'afforova Mexrangiz	
3	Abduhamidova Kumush	
4	Abdumajidova Asal	
5	Asrorov Xasan	
6	Asrorova Zuxra	
7	Abduhakimova Asal	
8	Axrorova Aziza	
9	Ahmedova Nafisa	
10	Ahmatjonov Shohruh	

№	Last Names	Teacher
11	Ashurov Ulug'bek	
12	Ahmedov Shuhrat	
13	Ashurboyeva Zilola	
14	Amirqulov Aziz	
15	Azamov Ibrohim	
16	Abdug'afforova Maknuna	

These 16 pupils participated in the survey from the 4"B" class.

Furthermore, the researcher surveyed 4 "A" as before the researcher said. the researcher also presented the list of these pupils above:

The names of Group B pupils.

№	Last Names	Teacher
1	Islomova A	
2	Kamolov M	
3	Karimova S	
4	Karimov Sh	
5	Mavliyanova R	
6	Nurullayev O	
7	Nulullayev I	
8	Pirmamatov M	
9	Rustamov O	
10	Rasulov Sh	
11	Raxmonov B	
12	Sohibjonova Sh	
13	Xolmirzayeva S	
14	Zafarov O	
15	O`ktamov A	
16	Xurramov Sh	

From the survey following results could be seen: 16 questionnaires the researcher gave for Group A pupils, however, among them 9 pupils answered questions in the questionnaires and the rest 7 pupils did not return questionnaires. And then the researcher gave 16 questionnaires for Group B pupils totally, but they also did not return them completely. 11 questionnaires the researcher gave for pupils were returned with answers and 5 questionnaires were not returned. Furthermore, as before the researcher said the researcher tested school teachers as well weather they knew about types of pronunciation. 6 out of 8 questionnaires the researcher gave for teachers were returned. These results demonstrate that a number of Group B pupils were aware of my investigation theme rather than Group A pupils. After testing the participants' awareness, the researcher summed which group should have participated in my research. In order to draw clear imagination, the researcher demonstrated
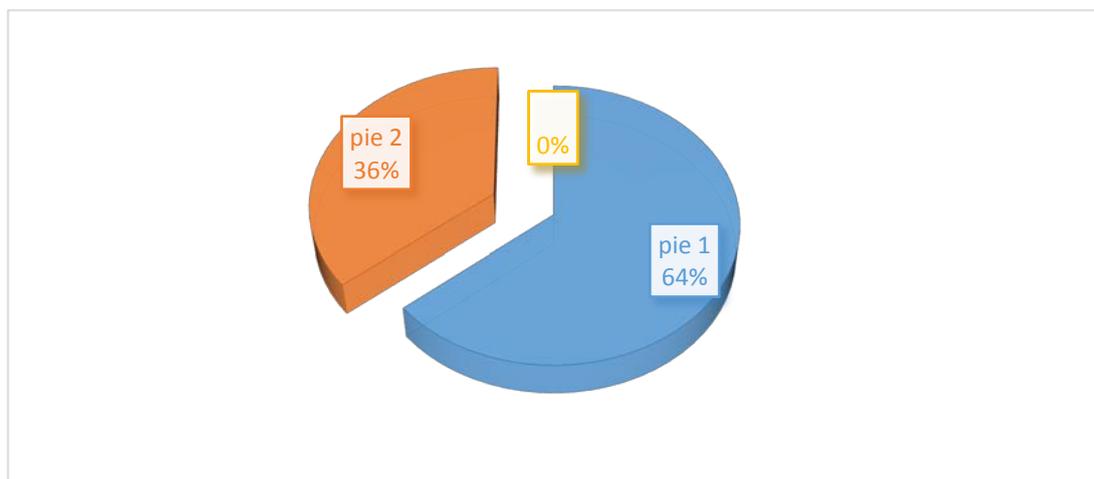
these results with diagram. Survey results shown below:

Diagram 1. Pupils proportion that participated in survey from *Group A*.

Pie 1. Pupils who answered questionnaires.

Pie 2. Pupils who did not return questionnaires
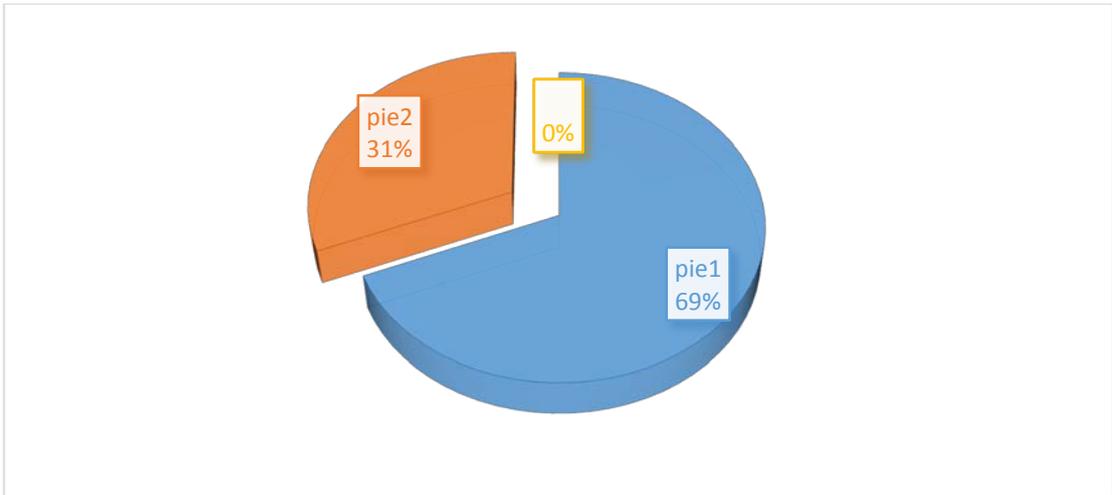
Diagram 2. Pupils' proportion that participated in survey from *Group B*.

Pie 1. Pupils who returned questionnaires with answers

Pie 2. Pupils who did not return the questionnaires

Moreover, school teachers also showed attention-grabbing results in that survey:

Diagram 2. Teacher' proportion that participated in survey

Pie 1. teachers who returned questionnaires with answers

Pie 2. teachers who did not return the questionnaires
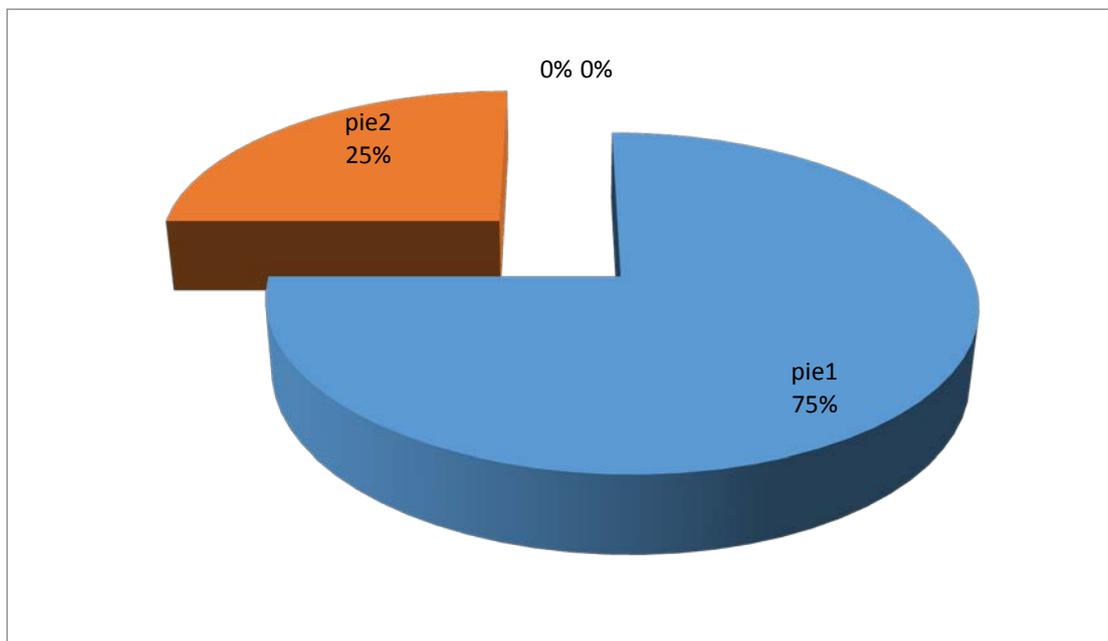
And then according to the results of survey the researcher decided to lead my lessons and asked curriculum from the teacher and selected

three themes to investigate my research topic. For choosing the themes to investigate the researcher consulted the teacher and according to the teacher' advice the researcher decided to lead lessons from their school curriculum in order not to waste their time. Considering above mentioned results, as before the researcher said the researcher selected 4"B" class pupils. Among them half of them 5 of them were girls and the rest of them were boys. First of all, the researcher said them that the researcher conducted several lessons with them on selected topics. My demo lessons were conducted on different topics, such as," Illnesses and its types", "What is in your garden", "Revision!" and diverse days according to their dates which were given on their curriculum. These themes the researcher found interesting and suitable to conduct research for my investigation theme.

After having surveyed questionnaires, the researcher decided to take test to know pupils' knowledge in English language. The test was related to clarify their vocabulary and grammar levels. Because it is clear that without defining their vocabulary and how their grammar range level. Furthermore, it can be said that both writing and speaking are based on how to know grammar of the foreign language and lexical resource. It is difficult to conduct the lesson with appropriate exercises and data. Considering these factors, the researcher prepared questions for pupils. It consisted of 10 questions and they were appropriate for their level. Some of the questions were taken from their course book. Pupils was tested in that way. the researcher presented the results of the test in the table below:

№	Names	True	False
1	IslomovaA	9	1
2	Kamolov M	8	2

3	Karimova S	9	1
4	KarimovSh	7	3
5	Mavliyanova R	8	2
6	Nurullayev O	7	3
7	Nulullayev I	6	4
8	Pirmamatov M	8	2
9	Rustamov O	10	0
10	RasulovSh	9	1
11	Raxmonov B	7	3
12	SohibjonovaSh	10	0
13	Xolmirzayeva S	9	1
14	Zafarov O	10	0
15	O`ktamovA	8	2
16	XurramovSh	7	3

It is clear from the results that most of pupils made mistakes tests which was related to grammar. One of them did not made any mistakes with vocabulary. By testing them the researcher clarified my pupils' knowledge and the researcher planned how to lead my lessons.

2. Post-presentation results.

The researcher said in the results and discussion section that after examining pupils' knowledge she analyzed and planned in what level she conducted the lesson and it was clear that by those three demo lessons the researcher conducted a study. Post-presentation results of the study shown below in detail.

Considering this result, the researcher planned her lessons in different dates and in different themes. After that the researcher led the lessons. Her first demo lesson on topic "Illnesses and its types". In that lesson the researcher used Grammar Translation Method and organized several activities which were based on this method. In that lesson the

researcher used more native language than foreign languages and translation activities. In that lesson teaching new theme, and explanation of rules of strengthening activities were expressed native language of pupils, as a result they recognized fast. However, expected result was not achieved. As the researcher used their mother language more, their comprehension and communication skills were not developed considerably. In that lesson, result of pupils was presented in the table below: Their average score was 70%

№	Last and first names	Percentage
1	IslomovaA	70%
2	Kamolov M	75%
3	Karimova S	65%
4	KarimovSh	65%
5	Mavliyanova R	70%
6	Nurullayev O	80%
7	Nulullayev I	70%
8	Pirmamatov M	75%
9	Rustamov O	60%
10	RasulovSh	65%
11	Raxmonov B	70%
12	SohibjonovaSh	55%
13	Xolmirzayeva S	60%
14	Zafarov O	65%
15	O`ktamovA	75%
16	XurramovSh	75%
17	**Average score**	**70%**

In the second lesson the researcher highlighted using more Direct Method which was based on using foreign language naturally. The

researcher utilized native language for explaining new theme, the rules of strengthening activities, giving assignments and others. In that lesson pupils' interaction skill in terms of speaking and listening improved. However, they comprehended the lesson slowly because of utilizing foreign language. Although they understood slowly, their results of communication skills were developed rather than previous lesson. In that lesson their average score was 75%

№	Last names	Percentage
1	IslomovaA	75%
2	Kamolov M	75%
3	Karimova S	70%
4	KarimovSh	65%
5	Mavliyanova R	80%
6	Nurullayev O	80%
7	Nulullayev I	75%
8	Pirmamatov M	75%
9	Rustamov O	60%
10	RasulovSh	65%
11	Raxmonov B	70%
12	SohibjonovaSh	65%
13	Xolmirzayeva S	60%
14	Zafarov O	65%
15	O`ktamovA	75%
16	XurramovSh	75%
17	**Average score**	**75%**

In the third lesson of the researcher's study, she used both Grammar Translation and Direct Methods together. In that lesson as the researcher used native language for explanation of new theme and some

rules of exercises they comprehended more quickly and with help of Direct Method the researcher tried to improve their communication skill as well.

Their results were presented in the table below:

№	Last and first names	Percentage
1	IslomovaA	85%
2	Kamolov M	75%
3	Karimova S	80%
4	KarimovSh	70%
5	Mavliyanova R	80%
6	Nurullayev O	85%
7	Nulullayev I	75%
8	Pirmamatov M	90%
9	Rustamov O	80%
10	Rasulov Sh	85%
11	Raxmonov B	90%
12	Sohibjonova Sh	70%
13	Xolmirzayeva S	85%
14	Zafarov O	80%
15	O`ktamov A	90%
16	Xurramov Sh	85%
17	**Average score**	**85%**

In the summarize, this investigation to teach different types of pronunciation was achieved successfully. The results demonstrated that using pronunciation activities during the lessons to improve secondary school pupils' communication skills benefited pupils considerably. The reason how they attained to these results was that while they were writing collaboratively about different situations and issues, they had to

discuss, debate and express their ideas and opinions. After having written writing task, they spoke about their presentation. By that way their communication skills developed respectively.

3.The results of pupils' questionnaire

Below you can witness the results of the questions which given to pupils clearly.. The results of three queries given for pupils:

For question №1 73% of pupils answered that they had accepted enough pronunciation activities in the class. The teacher often asked from pupils to deal with writing collaboratively. From the pupils' answers, it can be seen that the teacher gave lots of pronunciation xercises to the pupils.

For questions №2 52% learners answered that the teacher's technique or method in teaching-learning activity had little variations. It can be showed that They did not hear about its advantages

For question №3 70% participants answered that even if most of them could not count the pros of types of pronunciation, they considered them as beneficial activities for the development of their communication skills by them.

Pie 2. Question 2.

Pie 1. Question 1.

Pie 3. Question 3.

Pie 4. Average
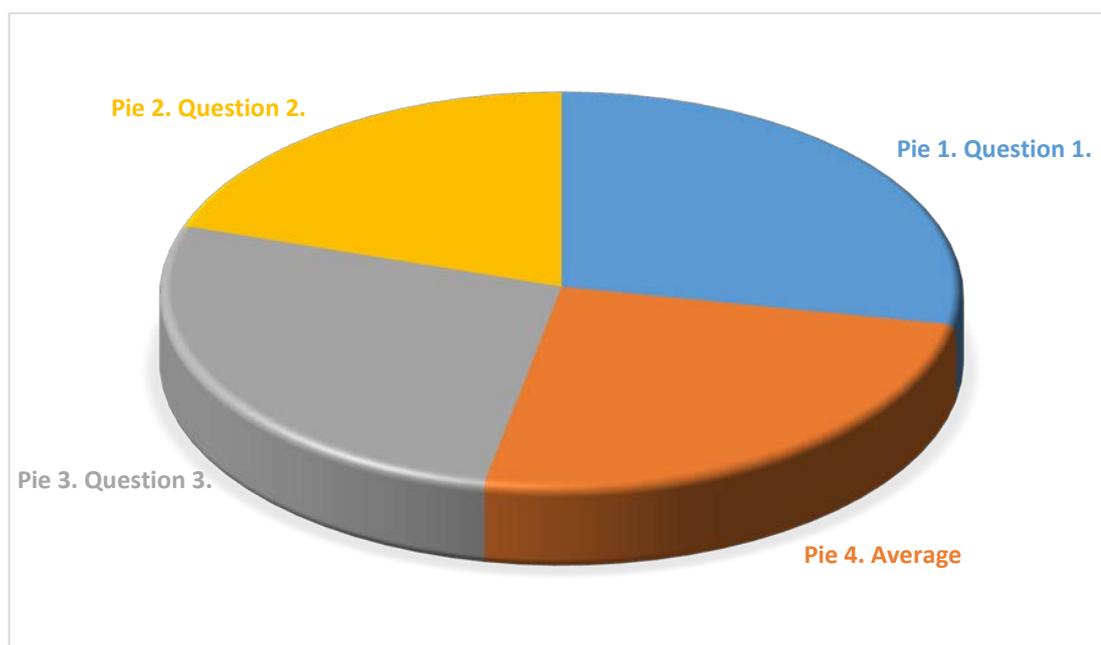
Furthermore, the researcher organized a test in order to define pupils' knowledge to conduct my investigation. Results of the test were shown in the table below:

№	Names	True	False
1	Sadoqat	75%	25%
2	Dilfuza	85%	15%
3	Jo'raxon	70%	30%
4	Azizjon	75%	25%
5	Aziz	60%	40%
6	Karina	80%	20%
7	Durdona	70%	30%
8	Marjona	100%	0%
9	Ozod	70%	30%
10	Omina	95%	5%
11	Mohinur	55%	45%
12	Javohir	90%	10%
13	Xasan	80%	20%
14	Xusan	75%	25%
15	Zuxra	70%	30%
16	Istodabonu	80%	20%
17	Total	76%	24%

4. Results of teachers questionnaire

Below the researcher presented the results of the questions which given to teachers as well. The results of four queries given for teachers:

For question №1 100% of teachers answered as "Yes". It means that they had enough information about types of pronunciation. The

teacher often used pronunciation exercises as a methodology with their pupils in the lessons

For questions №2 90% of teachers answered this question "Yes,". Most of the teachers used this methodology in their teaching process.

For question №3 70% participants answered "Often" and 30% of them as "Seldom". These results demonstrated that most of teachers used pronunciation often. Most of them were aware of the pros of pronunciation activities, so that, they considered them as beneficial activities for the development of their communication skills.

For question №4 100% of teachers who participated in the survey answered "Yes". The reason why they considered so is that they experienced this methodology and made sure that it was beneficial tool for pupils.

The results of teachers' questionnaire was presented in the diagram below:

Questions	Teacher' answers			
	Yes	No	Often	Seldom
Question №1	100%			
Question №2	90%	10%		
Question №3			70%	30%
Question №4	100%			

V. FINAL REFLECTION

In this final section, the researcher wanted to reflect upon the entire research process: how the focus of researcher's study might have evolved and her goal and objectives might have changed. Furthermore, how the researcher designed the study. What level pupils were taken to conduct research, and how the research plan she designed might have been improved or how the procedures or tools the researcher used might have given her better data. In addition to them the researcher was eager to declare how she learned and how much she attained during this study about teaching process.

In final part of her research paper, the researcher isalso about to reveal what I have learned and what was focus on my research paper. First of all, it should be reflected that I have found out appropriate ways of improving pronunciations of learners. By engaging in pronunciation games and activities, students can become more self-aware of how much they are able to communicate. Although perhaps not all students will necessarily appreciate pronunciation games, many students find them enjoyable and helpful, particularly thosewho feel the need to improve the intelligibility and comprehensibility of their English sounds. Thisapplies to students of all ages and levels, even if they are adult learners or academically oriented. While learning how to read children's poetry or solve puzzles may not be the ultimate goal for advanced learners, creating a safe, supportive space for practicing pronunciation is important for helping students become more confident about their own speech. Finally, we believe that the use of games and activities in teaching pronunciation is potentially helpful for language education in any language. Though it is beyond the scope of this paper to explore possibilities in other languages, finding similar ways to incorporate games into other foreign language classes would help learners of those

languages become more confident. 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. Pronunciation should develop curriculum that balances both these elements. Depending upon the nature of students, 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.The results of the study however, should be treated cautiously due to somelimitations.

Despite the constraints of the study, the outcomes support the claim that there is a need to raise motivation and concern for pronunciation, for example, through motivational tasks and projects that support and develop learners' autonomous approaches. It is also paramount to encourage foreign language pronunciation learners to focus on foreign language segmental and suprasegmental aspects outside the classroom, thus maximising FL exposure. Foreign language learners may pay more attention to exploiting active FL pronunciation learning strategies, such as imitation of native speakers. Finally, promoting FL pronunciation awareness raising, for instance, through reading reference materials about English pronunciation, may be a worthwhile effort. The study shows only a microscopic fragment of a bigger picture related to FL pronunciation acquisition.

This study set out to re-evaluate the role of pronunciation in English language teaching, particularly in the Finnish framework. Themain objective was to create a material for teachers with three main goals. First, the target was to prioritize learning content by means of contrastive analysis and by predicting which pronunciation items are most likely to cause difficulties for Finnish learners and should therefore be given main attention. Second, the material attempted to incorporate the notion of English as an international language into teaching. English is increasingly used in interaction among people with varying language backgrounds and for this reason the teaching of English ought to prepare learners for such situations. For pronunciation, EIL can, for instance, mean focusing on comprehensibility and accommodation skills instead of such traditional goals as a native-like accent. Finally, the overall intention was to create a material that could be utilized in practice and that had taken into consideration methodological choices and learner variables. The notion of EIL and the research into its implications on teaching are actively evolving and an attempt was made to base the study on the current understanding and findings on the matter. However, thereare questions that remain unsolved and therefore, if the material was to be recreated ten years later, some of the topics might be dealt differently. In terms of further research, it is useful to consider the incorporation of EIL into other aspects of language teaching. The present study focused on pronunciation, and some parts of it overlap with other facets of speaking skills as well as with pragmatics. In addition, EIL research can offer new approaches to teaching, for example, writing skills and cultural topics and there is a demand for new materials. Designing materials for teaching is a complex task in which one needs to consider many features from methodology to learner variables and from defining the target group to assessing whether the material will work in

real learning situations. In addition, there is an aspiration to create something original that has not been done before. The inspiration for the present study stemmed from a need to deepen the understanding of phonetics and how to best teach it to learners of English. This can be seen as a deficit, however, one can also be rather certain that the teacher knows his or her class better than a material designer can, and is therefore the best person to choose the additional material they wish to use. Moreover, this is due to copyright issues and the problem of referring to online sources that may only be available for an indefinite period of time.Despite the genuine wish to create something relevant and useful it has to be remembered that the reality of classrooms tends to be rather different from the imagined ideal of those who design materials. In an ideal situation all learners are highly motivated and somewhat homogeneous as regards their skills and backgrounds. The classroom is without distractions, personal problems do not interfere with learners' concentration and time is a plenty. However, it goes without saying that this is hardly the truth. Groups have the habit of being heterogeneous in many aspects: skill-levels, study motivation and ambition. In fact, those who share their teachers' passion for the subject are a small minority. Consequently, teachers must choose those topics for teaching that they consider the most important and teach them ways in which they believe will best meet the needs of their pupils. Whichever the case, hopefully this material for teachers can spawn an interest in rethinking pronunciation pedagogy and in considering the inclusion of the notion of English as an international language in language teaching.

As considering all above given statements we can come to the conclusion that as pronunciation is very crucial part of the language, every learners should be aware of all types of pronunciation.

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APPENDICES

Appendix 1.

Lesson Plan 1. Teaching Materials

Date:26th February

Form:4[“B”]

Student:

Teacher of the class:

Theme: What is in your garden

Aim of the lesson: To explain the things which grow in garden. They are: flowers, plants, vegetables and fruits.

Equipment: Computer, flash card, projector, the DVD of the book.

Composition of the lesson:

Organizational moment- 5 minutes

Warming up: (playing game named ''Pantomimic game'') – 4 minutes

Checking hometask-5 minutes

Explaining new theme-10minutes

Ex 1. Group work '''Crossword''– 5 minutes

Ex 2. Individual work – 5minutes

Ex 3. Writing task -5 minutes

Homework: 3-minutes - Revision

Assessment: Assessing pupils according to their home tasks and participation to the lesson - 2 minutes

Ending of the lesson – 1 minutes.

Step1. Organizational moment. 5 minutes

Teacher: Good morning pupils. Sit down. How are you? Are you ready for the lesson? Well, If you are ready, we will start our today's lesson. Who is on duty today? Well, who is absent today? What day is it today? What date is it today? What is the weather like today?

Pupils: Good morning, good morning, good morning to you. Good morning, good morning we are glad to see you (a duty answers the questions given by teacher)

On the blackboard 6th of March, 2018. Tuesday. Theme: What is in your garden

Step 2. Warming up. 5 minutes. Playing games named''Pantomimic game''

Teacher: Dear pupils, we will do warming up game with you in order to appeal your attention for the lesson fully. Now, the researcher will explain the rules of the game. There is given cards which written the names of the verb and you should come to the blackboard. You should choose one card and show this verb in showy way. Others should find out the action you showed. Is this task understandable for you? Well, one, two three …go

Pupils: Pupils play this game

Step 3. Checking the homework. 5 minutes

Teacher: Let us check your homework. What was your home task for today? Who can tell me? Did you learn new words? Now the researcher will ask you a new words turn by turn.

Pupils: Pupils say homework and answer for new words

Step 4. Explaining new theme. 10 minutes

Teacher: Dear pupils, today we will speak with you about things

which grow in the garden because our today's theme '' What is

in your garden''. Do you know what is garden? Garden is that

where you grow flowers, plants, fruits. For example roses,

tulips, trees such as apple tree, peach, pear and others.

Now, we will learn with you new words which belongs to the

New Topic. I will tell them,you should repeat after me.

To grow- o'stirmoq, To water – sug'ormoq, the sun- quyosh,

leaf- barg, branch- yaproq, tree- daraxt, fir tree- archa, flower-
gul, air- havo, sand- tuproq.

Teacher: Well, we will do some exercise to strength new theme

Step 5. Exercise 1.Group work ''Crossword puzzle''

Before doing this task you should be divided into two groups, each
groups should choose the name for its own group name. The first group
is ''the fruits'' and the second group's name is' 'the flowers''.I will give
you crossword, you should put there suitable words which written. You
are given only 5 minutes to do this task. Well, one ,two, three time to
start

Pupils: Pupils work in group.

Step 6. Exercise 2. Individual work. Write down what is this in your
garden. For example, There are flowers, plants, fruits, vegetables in my
garden. We grow apple, peach, nut, pear , cherry in our garden. If you
understand, you may begin. 5 minutes only for you to do .

Step 7. Exercise 3. Playing games named '' Hot potato''. This game is
very interesting , to play this game we need a boll. First group should tell
one word and should through the boll to another group and next group
should continue.

Step 8. Homework 3 minutes

Teachers: So, Our lesson is over and I will give a home task for you.
Your home task will be exercise 5 and 6 on page number 67.

On the Blackboard: Exercise 5 and 6 on page 67.

Step 9. Assessment. 3 minutes

Teacher: I will assess you according to your homework and participate during the lesson. You may bring your diaries

Step 10. Ending of the lesson. 2 minutes

Teacher: Stand up. You may free. Good bye

Pupils: Good bye. Thanks in advance

Lesson Plan 2. Teaching Materials

Date: 6th March

Form: 4 "B"

Students:

Teacher of the class:

Theme: Illnesses and its types

Aim of the lesson: To practice talking about advantages and disadvantages of television.

Equipments: pictures, cards with tasks, computer, newspaper, test, crossword, handouts, projector with a video related to the topic.

- **Composition of the lesson:**
- Organizational moment- 5 minutes
- Warming up: (playing game named "Sentence box") – 4 minutes
- Checking hometask-5 minutes
- Explaining new theme-10 minutes
- Ex 1. Group work "True or false"- 6 minutes
- Ex 2. Individual work "Read and complete " - 6 minutes
- Ex 3. "Test" – 4 minutes
- Homework: 2-minutes - Revision
- Assessment:Assessing pupils according to their home tasks and participation to the lesson- 2 minutes

- Ending of the lesson – 1 minute.

Step	Name of the step	Time	Teacher	Pupil	Blackboard
1.	Organizational moment	2 minutes	Good morning pupils. Sit down. How are you? Are you ready for the lesson? Well, If you are ready ,we will start today's lesson. Before starting I will call the roll who is absent today in the lesson. Well, who is on duty today? What day is it today? What is the date today? Who is absent today? What is the weather like today? All right.	Good morning,good morning goodmorning to you goodmorning goodmorning we are glad to see you. Today is the 6th March Today is Tuesday. Everybody is present.today, Weather are nice.Sun is shining	06.03.2018. Theme: Illnesses. pictures of different illnesses hang on the board.
2.	Warmer	5 minutes	Playing game named about" Find the act and show them". Well, dear pupils now we will do warmer up. I will explain the rules of game. I will tell you actions and you should show it. for example, I will tell you" two clap" and you should clap. If you understand , Let's begin our game .Two clap, one step, three jump, rise your hand ,touch	Pupils compete	

			your head. Three clap, close your eyes, stand up, sit down, sleep, get up.		
3.	Checking the homewor k	5 minute s	Now, let us check up your homework. What is your homework? Have you learnt by heart new words and types of sport"? who can tell me the types of sport? Do you know?	Our homework was "Sports day" learnt by heart the new words.	

4.	Explainin g new theme	10 minute s	Dear pupils, our today's topic is "Illnesses". Today we will speak with you about illnesses .There are several types of illnesses. For example a headache, a toothache, a sore throat, a tummy ache, sore leg, a sore hand, a sore eye, a runny nose. Now I will pronounce these and you should repeat after me.	Pupils repeat the words after teacher	
5	Ex.1 Group work	5 minute s	Dear pupils, now you will do exercise. you are given crossword related to new theme. And you	Pupils repeat words after teacher	

6			may see the pictures of illnesses in the crossword. You will put the names of illnesses to the gaps.5 minute to do this exercise. Time started.		
6	Ex 2 Individual work	5 minutes	Second exercise will be" find the names of words". I will explain how you do this task. Now I will give you handouts .In these handouts, the pictures were given. You should find the names of illnesses in these pictures. If you understand, we will star.5 minute for you to do exercise. After 5 minute you will read your answer turn by turn.	Pupils describe	
7	Ex 3 Mimic game	5 minutes	Dear pupils our third exercise is very amazing. Listen to me attentively .You will be given balls and inside these balls words are hidden.4 pupils come to the blackboard and take one ball and blow up these balls after splatted the balls you you should act these actions inside the ball. If you are ready we will star.	Pupils show them the rest of the pupils find their actions.	

8	Homewor k	3 minutes	I will give you a hometask for you about illnesses ex 4 and 5		Ex: 4 and 5
Assessment		2 minutes	I will mark you according to your homework and activities during the lesson.		
Ending of the lesson		1 minute	Now, the lesson is over. Stand up. You are free. Good bye!		Good bye!

Lesson Plan 3. Teaching Materials

Date: The 13th of March

Form:4^{"B"}

Students:

Teacher of the class:

Theme: Revision

Aim of the lesson: To repeat and strengthen all themes which were taught previous lesson

Equipment: pictures, cards with tasks, computer, test, crossword, handouts, projector with a video related to the topic.

- **Composition of the lesson:**
- Organizational moment- 5 minutes
- Warming up: (playing game named "Sentence box") – 4 minutes
- Checking hometask-5 minutes

- Explaining new theme-10 minutes

- Ex 1. Group work "True or false"- 6 minutes

- Ex 2. Individual work "Read and complete " - 6 minutes

- Ex 3. "Test" – 4 minutes

- Homework: 2-minutes - Revision

- Assessment: Assessing pupils according to their home tasks and participation to the lesson- 2 minutes

- Ending of the lesson – 1 minute.

Step1. Organizational moment. 5 minutes.

Teacher: Good morning pupils. Sit down. How are you? Are you ready for the lesson? Well, If you are ready, we will begin today's lesson. Well, who is on duty today? What day is it today? What date is it today? Who is absent today? What is the weather like today? All right.

Pupils: Good morning, good morning, good morning to you. Good morning, good morning we are glad to see you. (A duty will answer the questions given by a teacher)

On blackboard: 13th of March 2018. Tuesday. Theme: Revision. Different cards and pictures are hung on the board.

Step 2. Warming up. 5 minutes

Teacher: Playing game named "Find the word". Well, dear pupils now you will play a warmer up game. Playing game is named "Find the word". I will explain the rules of a game. For playing this game, firstly you should be divided into two groups. 1-group's name is "Clever". 2-group`s name is 'Smarts' (They will be divided into two groups considering equality of their knowledge). There are different sentences in the box. One member of each group come to the blackboard and chooses one sentence in this box closing his or her eyes. Then he or she should read and translate it. You should put correct word to the sentence.

Game is continued in this way until one group members cannot translate sentence and one group is admitted as winner.

Pupils: Pupils compete with each other to translate sentence.

Step 3. Checking the homework. 5 minutes

Teacher: Now, let us check up your homework. What was your home task for today? Are you ready to the lesson?. Now I will ask it from some of you. Who can tell me about home task? I will collect your copybooks at the end of the lesson and check them, ok?

Pupils: Pupils say homework (about Ex.2 on page № 55).

Step 4. Explaining new theme. 4 minutes

Teacher: Dear pupils, our today's topic is ''Revision" Today we will strengthen with you about all things which we had the last lessons. Now I will show you a pictures about our last topic. You know there are several topics, such as: Illnesses, Sports, holidays, and others.

Pupils: Pupils listen to teacher's explanation about theme and answer the questions

Step5. Exercise 1 Group work "Answer the questions"- 6 minutes

Teacher: Dear pupils, now you will do one exercise. You will be given a paper related to previous theme. It is a group work and you have already been divided into two groups. There you can see dialogue and questions in the paper. Firstly, you should read the it. After reading, you should answer the questions. For doing this task you will be given 6 minutes. Time has started.

1) Dou you know about illnesses?
2) Can you tell me about the types of illnesses?
3) Did you get any illnesses in your child?
4) What kind of sports do you like?
5) Do you enjoy the sports?
6) What kind of sports do you do in every day?

Pupils: Pupils work in group

Step 6. Exercise 2. Individual work. "Read and complete" - 6 minutes

Teacher: This activity is called "Read and complete". Now, you will be given two papers. In first paper dialogue is written and you should read this sentence attentively. In second paper, table is drawn and it is divided into two parts, such as: advantages and disadvantages. After reading, you should fill this table according to the text.

Complete table

Team sport	Individual sport

Step 7. Exercise 3 "Test" – 4 minutes

Teacher: Our next activity is very interesting. I believe it attracts all of you. It is called "Test". Test is hung on the blackboardFor playing this game one member from each group come to the blackboard and they should do itin 4 minutes. This test is prepared from previous lesson and it is very easy. Other members of groups will help them to find new words. For every correct answer one red card will be given to the group.

1. You are at the doctor because you are   ....

   a) Ill   b) not ill

2. You …… sports

A) likes   b) like

3. She ……. Football

A) likes   b) like

4. Football ……consists of 11 member

   • Team   b) sport

Step 8. Homework. 2 minutes

Teacher: So, Now I will give a home task for you. You should repeat the themes we had the last lessons.

On blackboard: homework written

Step 9.Assessment. 2 minutes.

Teacher:I will assessyou according to your homework and participants during the lesson. You may bring your diaries.

Step 10. Ending of the lesson. 1 minute.

Teacher: Stand up. You are free. Good bye!

Pupils: Good bye. Thanks in advance

Appendix 2. Questions.

-What do you think what ways of teaching different types of pronunciation are effective for learners?

-Is Pronunciation important to be the best language learners?