

Teaching different types of pronunciation in improving cultural awareness of the learners of foreign language.

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INTRODUCTION

The theme of the given qualification paper is developing cultural awareness of learners through the foreign language by teaching foreign languages.

The actuality of the work is that there appeared opportunity to study several foreign languages with the help of independence. As the president Islam Karimov said: “At present great importance is attached to the study and teaching of foreign languages. No doubt, it happens not without purpose. Today the importance of our people’s perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as a life in mutual accord and cooperation with their foreign partners.”¹ So, we have opportunity to know each language and the pronunciation of that language which we need and go abroad. If you know some foreign language you can pronounce its words as native speakers.

The subject matter of the research is to analyze the main techniques of teaching different types of pronunciation in EFL classes.

The object of the work is teaching pronunciation as a cross cultural approach.

The novelty – of the Qualification Paper is defined by linguodidactic and linguocultural features of pronunciation in teaching English.

The tasks of this work are follows:

- to research the ways of implementing cross-cultural communication with different types of pronunciation;
- to learn the influence of the features of interference in teaching English pronunciation;
- to show information about different types of pronunciation;
- to analyze the main techniques of teaching different types of pronunciation in EFL classes;

The hypothesis – of this work is that the close study of Pronunciation provides the deep abstinence of English language by Uzbek readers.

¹ I. Karimov. “Harmoniously developed generation is the basis of progress of Uzbekistan”. Tashkent 1997 p9

In this work there were used the following **methods of linguistic analysis**: word's definitions analysis, contextual-situation and text analysis for revealing its significant place in the enlighteners works.

The theoretical – value of the work is that a lot of theoretical information about teaching pronunciation is given which can be used while doing researches in the field of English language.

The practical value – of the research of the Qualification Paper and the material can be used for the theoretical courses of teaching different types of pronunciation during the practical lessons.

The source of literature includes:

- scientific academic books;
- the collection of books in teaching pronunciation;
- the scientific books of English, Russian and some Uzbek authors;
- different types of dictionaries.

The structure – of this Qualification Papers consists of Introduction, three chapters, conclusion and literature list used in the course of research.

Introduction – is about the aim of the research, methods used in the course of it, explanation its actuality, novelty, practical and scientific value.

Chapter I provides the readers with the literature review of the problem of teaching foreign language and consists of three paragraphs:

The first paragraph is about developing cultural awareness of learners through the foreign language. Culture awareness has become an important focus of modern language education, a shift that reflects a greater communication. The paper reports on an ongoing study into the presence and status of cultural understanding in EFL teaching. In this paper, the underlying assumptions and influences of culture awareness in Language teaching and awareness of the inseparability of language and culture, and the need to prepare students for intercultural learning critically analyzed.

The second paragraph is devoted to teach pronunciation as a cross cultural approach in English language. In developing cultural awareness in the classroom it is important that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their foreign-speaking friends at the same time that they are provided with a real experiential content. They can make use of their knowledge of the foreign language. There should also be presented, discussed, or merely alluded to in two parallel streams.

The third paragraph covers different types of pronunciation in teaching English language. Mastering the pronunciation of a foreign language is an insuperably difficult and complex task. Complete success in this matter depends on numerous internal and external factors that all may contribute to or hinder the learning process. Thus, attention should be paid to every single element of this procedure so as to avoid potential problems or prepare an efficacious solution to them. The intent of this research paper is to define and describe the most relevant facets of pronunciation teaching and learning and to discover effective ways of integrating this component of language with different skills. Pronunciation certainly deserves strong attention in modern classrooms. This component of language ought to be treated as an integral part of learning and teaching English as the success of communication depends to a considerable degree on the quality of pronunciation.

Chapter II deals with linguistic analysis of pronunciation in developing cultural awareness and consists of two paragraphs.

The first paragraph gives full information about linguistic didactic features of pronunciation in teaching English. When learning to speak English, non-native speakers may pronounce some English phonemes differently from native speakers. These pronunciation variations can degrade an automatic speech recognition

system's performance on accented English. The findings are then compared with linguistic hypotheses.

The second paragraph includes some information aboutlinguocultural features of pronunciation.Pronunciation seems to be sometimes a neglected part in our English lessons. Many teachers are not used to teaching it for many reasons. As most teachers in our schools are not native speakers, there is no need to set native-like pronunciation as one of our goals, moreover, most teachers themselves do not feel perfect in this language component and thus feel reluctant to show it.

Chapter IIIthe ways of implementing cross-cultural communication with different types of pronunciation and consists of two paragraphs:

The first paragraph is about the main features of interference in teaching English pronunciation.“Pronunciation may be obviously foreign. Errors may occur in low frequency or highly complex structures characteristic of a formal style of speech. However, occasional errors in pronunciation, grammar, or vocabulary are not serious enough to distort meaning, and rarely disturb the native speaker”

The second paragraph deals with the main techniques of teaching different types of pronunciation in EFL classes.

Conclusion presents the results of the course of the Qualification Paper.

Bibliography- gives a wide view of used in Teaching different types of pronunciation in improving cultural awareness of the learners of foreign language in the course of the investigation.

CHAPTER I. LITERATURE REVIEW OF THE PROBLEM OF TEACHING FOREIGN LANGUAGE.

1.1 Developing cultural awareness of learners through the foreign language.

The need for a strong commitment to the development of cultural understanding within the classroom context is clear in the light of recent development both nationally and internationally.² Strasheim (1981) argues there is no question that the successful integration of culture and language teaching can contribute significantly to general human knowledge, that language ability and cultural sensitivity can play a vital role in the security, defense and economic well-being of the country and that global understanding ought to be a mandatory component of basic education. Hadley (1993) asserts that cultural understanding must be promoted in various ways so that students are sensitive to other cultures prepared to live more harmoniously in the target language community. As Stern (1992) reiterates, "One of the most important aims of culture teaching is to help the learner gain an understanding of the native speaker's perspective" It is a matter of the L2 learner "becoming sensitive to the state of mind of individuals and groups within the target language community". Wieto (2010) claims cultural sensitivity becomes little because it does little to solve deep-seated problems of inequity. She suggests that multicultural education needs to be understood as "arrogance reduction"; that is, as encompassing both individual and structural changes that squarely confront the individual biases, attitudes, and behaviors of educators, as well as the policies and practices in schools that emanate from them.

Tomlinson (2001) holds that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ. Tolinson and Masuhara, (2004) claim, an increased cultural awareness helps learners broaden the mind, increase tolerance and achieve cultural empathy and

²O'Connor, J.D. 1973. *Phonetics*. Harmondsworth: Penguin Books

sensitivity. According to Tomalin and Stempleski (1993), cultural awareness encompasses three qualities:

- awareness of one's own culturally-induced behavior
- awareness of the culturally-induced behavior of others
- ability to explain one's own cultural standpoint

Knutson (2006) points out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason Knuston(2006) suggests teachers should analyze students' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways. Tannen (1992) in the United States holds that cultural identity is likely to diverge based not only on learners' national and linguistic background but also on their ethnic heritage, religious beliefs, class, age, gender, and sexual orientation argues "identity gives an idea of who we are and of how we relate to others and to the world in which we live." She also claims "identity marks the way we are the same as others who share the position, and ways in which we are different from those who do not" .

³Galloway (1984) has proposed a framework for building cultural understanding based primarily on process skills, but incorporating both factual and sociolinguistic content. She suggests organizing instruction around four primary categories of understanding:

1) Convention: The goal of this type is to help students recognizes and understand how people in a given culture typically behave in common situations. Galloway identifies two types of conventions: (1) context determined conventions, which includes extralinguistic behaviors that are characteristics in a given situation and function-determined conventions related to sociolinguistic formulae or conventional utterances that are used to perform tasks in context. For example if one were teaching about foods, the teacher might focus on such context-determined factors as

³Trujillo, Fernando. 2002. *English Phonetics and Phonology*. Available at www.ugr.es/~ftsaez/fonetica/production_speech.pdf downloaded in July, 16th 2010.

mealtimes, types of food, conventions of etiquette as well as on appropriate expressions associated with accepting and declining invitations, making reservations at a restaurant...

2) Connotation: The category of connotation deals with the many culturally significant meanings, that are associated with words. As students examine their own networks of association they can begin to discover that the underlying meanings of words are determined by their cultural frame of reference. Galloway (1985) states certain words evoke a cluster of feeling and images. For example the word 'time' may make one nervous. At the symbolic level, it represents pressure, stress, deadlines, schedules, responsibility. Simply, a person may fear death etc.

3) Conditioning: A third category of cultural understanding has to do with the fact people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs to learn how to interpret behaviors that are different from their own without making judgments based on their own standards. Students need to learn how to interpret behaviors. If the students begin to expect cultural differences as natural and inevitable and realize that there are indeed a variety of possible differences to the universal need for food, shelter, social contact, and the like, they may begin to view the other culture more emphatically.

4) Comprehension: This category of cultural understanding includes such skills as analysis, hypothesis formation, and tolerance of ambiguity. According to Galloway (1985), comprehension goals can best be achieved by paying attention to the source of one's information, examining one's stereotypes avoiding overgeneralization, and the ways to resolve conflicts.

He (2009) claims still, the development of the cultural awareness in English language classes may be influenced by a number of constraints, namely the teacher's cultural knowledge, the availability of native English speakers, time allowance for culture teaching in each lesson or even the system of education itself. The teacher has been considered the expert knower of the language and his/her own

cultural knowledge thus seems to be the main source for students to learn about. However, this role of the teacher has been diminished. With the booming of information technology and the effects of globalization that make many countries dependent on each other, students are now able to get access to many cultural resources and explore the target culture themselves. The availability of native English speakers as a rich cultural resource is also an important issue for consideration. Time allowance for culture teaching is also a big issue for teachers as lessons are already very loaded. In spite of that, if teachers know how to incorporate language and culture in language teaching in a flexible way, they can solve the problem easily and even make their lessons more interesting .

Kumaravadivelu (2003) holds that culture teaching played a subterranean role in most L2 education. It became part of what Michael Byram (1989) has called ‘the hidden curriculum,’ indirectly seeing to create in the learner empathy toward and an appreciation for the culture of the target language community.

⁴According to a more recent review by Stern (1992), culture teaching has generally included a cognitive component, an affective component and a behavioral component. The cognitive component relates to various forms of knowledge—geographical knowledge, knowledge about the contributions of the target culture to world civilization, and knowledge about differences in the way of life as well as understanding of values and attitudes in the L2 community. The affective component relates to L2 learners’ curiosity about and empathy for the target culture. The behavioral component relates to learners’ ability to interpret culturally relevant behavior, and to conduct themselves in culturally appropriate ways.

Kumaravadivelu (2003) holds what the traditional approach to the teaching of culture ignores is the rich diversity of world views that learners bring with them to the language classroom. That is, even if a group of learners appear to belong to a seemingly homogeneous national or linguistic entity, their life values, life choices, life-styles, and therefore their world view may significantly vary. In that sense, most

⁴Ur, Penny. 1998. *A Course in Language Teaching*. Cambridge: Cambridge University Press

classes, according to Kumaravadivelu, are not monocultural cocoons but rather are multicultural mosaics. Robinson (1985) was one of the first in the field of L2 education to argue that instead of treating culture as a collection of static products or facts that may be presented to learners in discrete items, it should be viewed as a process, that is, as a way of perceiving, interpreting, feeling, understanding. This perspective views culture as part of the process of living and being in the world, the part that is necessary for making and understanding meaning. Robinson (1985) talks what she calls 'cultural versatility,' which implies "expanding one's repertoire of experiences and behaviors, not subtracting anything". When people expand their cultural repertoire, they "would become a little bit of 'other,' and would have a degree of psychological match with more people"

⁵The idea of culturally shared meaning has been further elaborated by Kramsch in 1993. She sees culture both as facts and as meanings, and she sees the L2 classroom as a site of struggle between the learners' meanings and those of native speakers. Through this struggle, L2 learners create their own personal meanings at the boundaries between the native speakers' meanings and their own everyday life. She asserts that "from the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized"

(p. 238). Kramsch (1993) would like teachers and learners to create what she calls "a third culture" in the L2 classroom. She describes the third culture as a conceptual space that recognizes the L2 classroom as the site of intersection of multiple world of discourse. She advises teachers to encourage learners to create this third culture while, at the same time, not allowing either the home culture or the target culture to hold them hostage to its particular values and beliefs. She further adds the true understanding of the cultural dynamics of the L2 classroom can emerge only through an understanding of the cultural identity that teachers and learners bring with them. Such an understanding is possible only if teachers and learners develop

⁵Wallace, Michael J. 1998. *Action Research for Language Teacher*. Cambridge: Cambridge University Press.

what Kumaravadavilu calls critical cultural consciousness. The development of critical cultural consciousness requires the recognition of a simple truth: there is no one culture that embodies all and only the best human experience; furthermore, there is no one culture that embodies all and only the worst of human experience.

⁶ Levine and Adelman (1982) maintain cultural conflicts occur as a result of misinterpretations, ethnocentrism, stereotypes, and prejudice. Preventing these conflicts is possible with increased awareness of our own attitudes as well as sensitivity to cross-cultural differences. Developing cultural sensitivity does not mean that we need to lose our cultural identities—but rather that we recognize cultural influences. Patrikis (1988) recognizes the dangers of ethnocentrism (based on the ideas and beliefs of one particular culture and using these to judge other cultures) and bias in the presentation of cultural materials, and warns about several sins of commission that can occur in discussion of culture. The first of these is stereotyping, which consists of exaggerating some aspects or characteristics of a culture or its people. Patrikis affirms that we must learn to distinguish between types (common traits) and stereotypes (fixed images) to teach our students to identify types and stereotypes and to recognize the limitations of the type. The second sin is that of triviality, which consists of reducing the dizzying variety of cultural elements to the silly, the out of date, or the quaint, thus presenting tokens of a culture divorced from the meaning of their context. The third sin is that of political bias, which can result either consciously or unconsciously when we select elements of the culture to feature or include while ignoring others.

Related to this problem is the fourth sin of dangerous incompleteness which consists of leaving a whole subculture or other crucial part of culture out of the discussion. A course, for instance, on the Middle East that focuses only on Islamic culture, and leaves out consideration of Jews, Christians, and other minorities to the sin of dangerous incompleteness.

⁶Meyers, Colleen., Holt , Sheryl Holt. *Pronunciation for Success Student Course*. Available at www.pronunciationforsuccess.com

Liddicoat (2002) mentions that there are generally two views toward culture awareness: the static versus the dynamic. The static view of culture does not recognize the link between language and culture. It merely transmits cultural information to learners and ignores the constantly developing nature of culture. On the contrast, the dynamic view of culture requires learners to actively engage in culture learning, rather than only learn about the cultural information of the target culture in a passive way. They are encouraged to view cultural facts as situated in time and space and variable across time, regions, classes and generations. The dynamic view of culture also requires learners to have knowledge of their own culture and an understanding of their own culturally-shaped behaviors. Weaver's (1993) cultural iceberg shows that a large proportion of our own culturally-shaped knowledge is invisible and mostly subconsciously applied in our everyday interactions .

⁷Morgan (1994) hold that it is only in the 1980s that scholars begin to delve into the dynamics of culture and its vital contribution to successful language learning. More specifically, when the learner understands the perspectives of others and is offered the opportunity to reflect upon his own perspectives, through a process of decentering and a level of reciprocity, there arises a moral dimension, a judgmental tendency which is not defined purely on formal, logical grounds. To this end the learner needs to take the role of a foreigner so that he gains insights into the values and meanings that the latter has internalized and unconsciously negotiates with the members of the society to which he belongs. Kramsch (1993) also believes that culture should be taught as interpersonal processes and rather than presenting cultural facts, teachers should assist in coming to grips with the other cultures. She maintains that by virtue of increasing multiculturalism of various societies, learners should be made aware of certain cultural factors at work, such as age, gender, social class provided that the former usually have little or no systematic knowledge about their membership in a given society and culture, nor do they have enough

⁷Kenworthy, Joanne. 1987. *Teaching English Pronunciation*. Essex: Addison Wesley Longman Ltd

knowledge about the target culture to be able to interpret and synthesize the cultural phenomena presented (Kramsch, 1988). The corollary of this perspective is to view the teaching of culture as a means of developing an awareness of, and sensitivity towards, the values and traditions of the people whose language is being studied.

To Leveridge (2008), language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. Because language is closely entwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) describes: "... to teach a foreign language is also to teach a foreign culture, and it is important to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors do not share all of our cultural paradigms. Language teachers must realize that their understanding of something is prone to interpretation. The meaning is bound in cultural context. One must explain the meaning of the language used, but the cultural context in which it is placed as well. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist.

Porter (1987) argues that misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression. As Hui (2005) puts forth language teachers must remember that people from different cultures learn things in different ways. For example, in China memorization is the most pronounced way to study a language which is very unlike western ideologies where the onus is placed on free speech as a tool for utilizing and remembering vocabulary and grammar sequences. Maley (1986) asserts that when a teacher introduces language teaching materials, such as books and handouts, they must understand that these will be viewed differently by

students depending on their cultural views. In fact, one should not only compare but also contrast the cultural differences in language usage. Visualizing and understanding the differences between the two will enable the student to correctly judge the appropriate uses language idiosyncrasies. Valdes (1987) argues that not only similarities and contrasts in the native and target languages have been useful in as teaching tools, but when the teacher understands cultural similarities and contrasts, and applies that knowledge to teaching practices, they too become advantageous learning tools. We all know that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture. To communicate internationally inevitably involves communicating interculturally as well, which probably leads us to encounter factors of cultural differences. Such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc.). Bearing the points above it can be stated that a language is a part of culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown 1994). Furthermore, Smith (1985) adds that the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture.

However, as the use of language in general is related to social and cultural values, language is considered to be a social and cultural phenomenon. Since every culture has its own cultural norms for conversation and these norms differ from one culture to another, some of the norms can be completely different and conflict with other cultures' norms. Consequently, communication problems may arise among speakers who do not know or share the norms of other culture. To solve the communication problems in the target language in the EFL classrooms the learners need to learn the target culture within the syllabus, and the teachers should be sensitive to the learner's fragility so as not to cause them to lose their motivation.

⁸Culture may mean different things to different people. In the anthropological sense culture is defined as the way people live. Trinovitch defines culture as "...an all-inclusive system which incorporates the biological and technical behavior of human beings with their verbal and non-verbal systems of expressive behavior starting from birth, and this "all-inclusive system" is acquired as the native culture. This process, which can be referred to as "socialization", prepares the individual for the linguistically and non-linguistically accepted patterns of the society in which he lives.

According to Brown (1994) culture is deeply ingrained part of the very fiber of our being, but language –the means for communication among members of a culture is the most visible and available expression of that culture. And so a person's world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another. Similarly, Tang (1999) propounds the view that culture is language and language is culture. He suggests that to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and people who speak it. Language and culture are inextricably linked, and as such we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curriculum, to issues of deliberate immersion versus non-deliberate exposure to it.

In a word, culture is a way of life. It is the context within which we exist, think, feel and relate others. It is the "glue" that binds a group of people together. It can be defined as a blueprint that guides the behavior of people in community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group. Sometimes, some teachers are hardly aware of the necessity of cultural orientation.

⁸Jennifer. 2010. *Pronunciation Tutorial*; available at www.youtube.com Accessed in February 2010

Communication is seen as the application of grammatical rules in oral and written practice. In some case, learning about the target culture is taken as a threat to the native values, and the importance of linguistically relevant information is neglected. Since having a close contact with the target culture and its speakers is a rare opportunity for all language learners in our country, learners cannot appreciate the importance of learning the cultural aspects of communication unless they visit a foreign country and experience the difficulties.⁹ Non-verbal aspects of target culture are sometimes picked up from TV serials, which are far from being helpful for communicative purposes or which may sometimes impart faulty conceptions.

It should not be forgotten that if the learning of the cultural aspects were necessary for the learner's survival abroad, the problem could be minimized; but when the person faces problems in the comprehension, interpretation, translation and production of written and oral texts, either as a learner or as a professional, the problem gets even more serious. That is to say, an analytic look at the native culture is as important as the learning of the target culture. On the other hand, problems that arise from the lack of cross-cultural awareness are not limited to the verbal side of communication. The paralinguistic aspects and appropriate manners of behavior are equally important factors in the communicatively competent learner's performance. The fact that culture-bound hand-signals, postures, mimics, and another ways of behaviour can also cause miscommunication is neglected.

In EFL classrooms, as we teach the language, we would automatically teach culture. The forms of address, greetings, formulas, and other utterances found in the dialogues or models our students hear and the allusions to aspects of culture found in the reading represent cultural knowledge. Gestures, body movements, and distances maintained by speakers should foster cultural insights. Students' intellectual curiosity is aroused and satisfied when they learn that there exists another mode of

⁹Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman

expression to talk about feelings, wants, needs and when they read the literature of the foreign country. For depth of cultural understanding it is necessary to see how such patterns function in relation to each other and to appreciate their place within the cultural system. If language learners are to communicate at a personal level with individuals from other cultural backgrounds, they will need not only to understand the cultural influences at work in the behavior of others, but also to recognize the profound influence patterns of their own culture exert over their thoughts, their activities, and their forms of linguistic expression.

¹⁰The teaching of the target culture has to serve the development of cross-cultural communication. The achievement of this goal is possible with the preparation of an organized inventory that would include both linguistic and extralinguistic aspects of the target culture. This way the language could build bridges from one cognitive system to another (Seelye, 1968). The culture of people refers to all aspects of shared life in a community. A language is learned and used with a context, drawing from the culture distinctive meanings and functions which must be assimilated by language learners if they are to control the language as native speakers control it. If language is described as a mode of human behaviour and culture as “patterned behaviour”, it is evident that language is a vital constituent of culture. As mentioned earlier, each culture has a unique pattern and the behaviour of an individual, linguistic or otherwise, manifested through that is also unique. Foreign language will mean, therefore, changing the learner’s behaviour and injecting a new way of life and new values of life into his already settled behaviour pattern. So, there is a close relationship between the language and culture. This relationship of language and culture is widely recognized, communicative behaviour and cultural systems are interrelated, as there is a relation between the form and content of a language and the beliefs, values, and needs present in the culture of its speakers.

¹⁰Giegerich, Heinz J. 1992. *English Phonology: An Introduction*. Cambridge: Cambridge University Press

It is also known that the students, who are in need of developing cultural awareness and cultural sensitiveness, are normally those who are least disposed toward these goals. Teacher's task is to make students aware of cultural differences, not pass value judgments on these differences. Students learning a foreign language have to assimilate many new categorizations and codifications if they are to understand and speak the language as its native speakers do. This does not mean that the native language of the students could not have established such distinctions for them. ¹¹All languages which have been closely studied seem to possess the potentiality for expressing all kinds of ideas and making all kinds of distinctions (Rivers, 1982). Learners should be exposed to these distinctions as much as possible in the foreign language teaching classrooms. Therefore, the reasons for familiarizing learners with the cultural components should be to;

- develop the communicative skills,
- understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,
- develop intercultural and international understanding,
- adopt a wider perspective in the perception of the reality,
- make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

As is mentioned, both learners and teachers of a second language need to understand cultural differences, to recognize openly that everyone in the world is not "just like me", that people are not all the same beneath the skin. There are real differences between groups and cultures. Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not. Language cannot be separated completely from the culture in which it is deeply embedded. Any listening to the utterances of native speakers, any reading of original texts, any examination of pictures of native speakers engaged in

¹¹Fitzpatrick, Frank. 1995. *A Teacher's Guide to Practical Pronunciation*. London: Phoenix ELT

natural activities will introduce cultural elements into the classroom. While developing cultural awareness in the EFL classroom it should be kept in mind that the native language is learned along with the ways and attitudes of the social group, and these ways and attitudes find expression through the social group.

Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to understand levels of language and situationally appropriate; to act naturally with persons of the other culture, while recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students' own culture. While most learners indeed find positive benefits in cross-cultural living and learning experiences, nevertheless a number of people experience certain psychological blocks and other inhibiting effects of the second culture. Teachers can help students to turn such an experience into one of increased cultural and self-awareness. It is possible that learners can feel alienation in the process of learning a foreign language, alienation from people in their home culture, the target culture, and from themselves. In teaching foreign language we need to be sensitive to the fragility of students by using techniques that promote cultural understanding.

¹²Needless to say, to enhance ESL students' ability in English articulation, teachers should develop the awareness towards pronunciation variations while working with them (Morley, 1991). More precisely, it is necessary that teachers develop their awareness on diverse sound structures, further gaining insights into pronunciation variations that ESL students are facing now. In particular, teachers who work with students from diverse backgrounds need to have informative knowledge on ESL students' English language variation in order to better serve those students. Unfolding the differences and problems of English articulation, the purpose of this article is therefore to provide educators with a brief understanding of ESL students' pronunciation variations commonly seen in diverse classrooms through the

¹²Dalton, David F. 1997. *Some Techniques for Teaching Pronunciation: The Internet TESL Journal*, Vol. III, No. 1 available at www.aitech.ac.jp

exploration of the following question of inquiry: What are some common pronunciation variations facing ESL students?

1.2 Teaching pronunciation as a cross cultural approach.

In cross-cultural communication, many Uzbek learners of English tend to base their understanding of the messages sent and received solely on their linguistic knowledge. Consequently, communication breaks down due to pragmatic differences in ways of thinking and rules of speaking. In fact, language, as a tool of communication, is inextricably tied to culture, and cultural competence is an integral part of communicative competence.¹³ Uzbek learners of English ought to attach great importance to cultural competence so that they can overcome what Thomas (1983) terms “pragmatic failure,” which is a greater offence in cross-cultural communication than pure linguistic errors. Through an analysis of how politeness is achieved in specific social behaviors, we intend to discover differences of politeness strategies between English and Uzbek cultures, and to find out differences in cultural values that lie underneath the two languages. Participant perceptions of various factors relating to native and nonnative models/varieties of English prior to the awareness-raising activities

What do you think of the following factors in relation to learning English pronunciation/intonation? Please indicate how clear you are about each of the following factors by choosing one of the four options (A, B, C, & D):

1) a need to see differences in the models/varieties of pronunciation and intonation?

A. Not very clear B. Clear C. Very clear D. Extremely clear

¹³Teaching Pronunciation to Uzbek learners 2009.

2) differences between RP and local model/variety (EFL) in their suprasegmental features?

A. Not very clear B. Clear C. Very clear D. Extremely clear

3) meanings and functions expressed in intonation as represented in the sentences and the passages?

A. Not very clear B. Clear C. Very clear D. Extremely clear

4) of reasons for having personal preferences for a particular model/variety (e.g., each model/variety has its own characteristics, socially desirable, etc.)?

A. Not very clear B. Clear C. Very clear D. Extremely clear

5) psychological and sociolinguistic needs for a native model/variety (e.g., EFL teachers are role models; RP is more prestigious, etc.)?

A. Not very clear B. Clear C. Very clear D. Extremely clear

6) the role that the awareness-raising activities played in enhancing your confidence in speaking?

A. Not very clear B. Clear C. Very clear D. Extremely clear

7) overall improvement in effectiveness in speaking?

A. Not very clear B. Clear C. Very clear D. Extremely clear

It is important to emphasise that pronunciation teaching is currently undergoing a revival after several decades of neglect. There are many questions requiring detailed research and empirical investigation. The account presented here represents a current ‘bestguess’ for which there is considerable evidence but which is most certainly not the last word on the subject.

¹⁴Learning pronunciation requires an enormous amount of practice, especially at early stages. It is not unreasonable for learners to repeat a particular phrase or sentence twenty or fifty times before being really comfortable with it. Unfortunately, ‘drilling’ has been out of favour in language classes for some time, due to association with several bad aspects of the behaviorist method of teaching. Indeed some forms of drilling are at best a waste of time, and can even be a hindrance to learning. However, drilling of real, useful phrases which can actually be used outside the classroom is highly advantageous to learners. Pronunciation teaching requires thorough preparation through work on the perception of English sounds and contrasts, and the formation of concepts of English phonology. ‘apply’ it to concrete situations. This is useful in many cases. However in some cases, the abstract theories have been developed with little regard for the concrete situations, and actually don’t apply very well at all. In these cases, a different approach is needed – one of theorising what works in the situation.

Phonology is a perfect example of this. The theories and concepts of phonology have been developed over the decades with little regard to the reality of the pronunciation teaching situation. In fact they have been applied with greater regard to the needs of those scientists who want to build computers that can operate with voice. This makes them quite limited in their application to the needs of pronunciation teachers.

However, pronunciation teachers, like everyone else, need some kind of theoretical framework. Some people say they prefer to ‘just be practical’ and are ‘not interested in

¹⁴Жалолов Ж Чет тилукитишметодикаси Ташкент 1996

theory' – but being practical requires some kind of theory. Theory-free practice is just random. A good theory allows you to understand your successes and failures, and to expand and extend the scope of your successes to new situations.

¹⁵ The use of role-play in EFL classrooms can help students to overcome cultural “fatigue” and it promotes the process of cross-cultural dialogues while at the same time it provides opportunities for oral communication. Numerous other techniques readings, films, simulation, games, culture assimilators, culture capsules and culturgrams can be used for language teacher to assist them in the process of acculturation in the classroom (Chastain 1988).

In addition to these techniques, teachers can play a therapeutic role in helping learners to move through stages of acculturation. If learners are aided in this process by sensitive and perceptive teachers, they can perhaps more smoothly pass through the second stage and into the third stage of culture learning and thereby increase their chances for succeeding in both second language learning and second culture learning. While teaching culture through the language teaching Seelye, suggests that students should be able to demonstrate that they have acquired certain understandings, abilities, and attitudes: That they understand that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs.

¹⁶ That they understand that social variables as age, sex, social class, and place of residence affect the way people speak and behave that they can demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture. That they are aware that culturally conditioned images are associated with even the most common target words and phrases; That they are able to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiating the statement; That they have developed the skills needed to locate and organize material about the target culture from the library,

¹⁵G.V. Rogova. “Methods of Teaching English”, Moscow, 1978

¹⁶Dalton, Christiane & Seidlhofer, Barbara. 1994. *Pronunciation*. Oxford: Oxford University Press

mass media, and personal observation That they possess intellectual curiosity about the target culture and empathy toward its people.

Another point that needs to be addressed is that if we wish the learners to master another language, we need to help the learners become communicatively competent in that language as much as possible. Namely, successful speaking is not just to master of using grammatically correct words and forms but also knowing when to use them and under what circumstances. Communicative competence should incorporate grammatical competence, discourse competence, and sociolinguistic competence. In other words, if the goal of the language course is to enable students to reach a level of communicative competence, then all three components are necessary. The sociolinguistic component of communication refers to rules of speaking which depend on social, pragmatic, and cultural elements.

Thus, which linguistic realization we choose for making an apology or a request in any language might depend on the social status of the speaker or hearer, and on age, sex, or any other social factor. Besides, certain pragmatic situational conditions might call for the performance of a certain speech act in one culture but not in another. The other issue that should be focused is that before learning about culture, students must be receptive to the concept of learning about cultures other than their own. To achieve culture goals, often teacher has to play a role in breaking down cultural barriers prior to initiating teaching-learning activities. One way to begin teaching culture on a positive note is to emphasize similarities between people. Such a beginning should be followed by a discussion of differences between members of students' family, between families, between schools and between cultures. Moreover, the topics to be used to teach the target language should be presented in the contexts accompanying the native ones. That is to say, while teaching a culture specific topic first language equivalent can also be given in order to enhance learning. The use of culture-based activities abundantly in the classroom help learners be familiar with the target culture. The activities in the materials should involve the cultural values of the target language designed for every level. A cultural

series usually begins at the elementary stage with discussions of the daily life of the peer group in the other language community –their families, their living conditions, their school, their relations with their friends, their leisure-timeactivities, the festivals they celebrate, the ceremonies they go through, dating and marriage customs.

¹⁷At intermediate and advanced levels attention may be drawn to geographical factors and their influence on daily living, major historical periods, how the societyis organized, production, transport, buying and selling, aspects of city and countrylife, the history of art, music, dance and film and so on. In doing these activities, the aim is to increase students’ awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures. The comparisons are not meant to underestimate any of the cultures being analyzed, but to enrich students’ experience and to make them aware that although some culture elements are being globalized, there is still diversity among cultures. This diversity should then be understood, and never underestimated. In developing cultural awareness in the classroom it is important that we helpour students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their foreign-speaking friends at the same time that they are provided with a real experiential content. They can make use of their knowledge of the foreign language. There should also be presented, discussed, or merely alluded to in two parallel streams. It should also be kept in mind that language teaching, as mentioned above, is a long process in which performance is not absolute and therefore we cannot expect all learners ever to acquire perfect native like behaviour. What we are after is the development of an awareness of sociocultural and sociolinguistic differences that might exist between the students’ first language and the target language. Such

¹⁷Celce-Murcia, M., Brinton, D., & Goodwin, J. 1996.*Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages*. Cambridge: CambridgeUniversityPress

awareness often help explain to both teachers and students why sometimes there is unintended pragmatic failure and breakdown in communication. If we are aware of it, it might be easier to find the appropriate remedy.

¹⁸ In this respect Smith (1985) advocates that studying English does not change one's identity. Student's ethnic, religious, and political backgrounds should remain the same. Students will certainly want to use English well and be acknowledged as doing so, but this does not require them to attempt a change in their identity. There is no need to become more American or British in order to use English well. One's morals or dedication to family traditions need not change at all.

Culture and language have been treated separately, and there have not been many attempts to relate culture and language as an integrated entity within a framework of cross-cultural communication. However, recent years, in particular the 1980s, have produced various articles whose titles convey some aspects of cross-cultural comparison based on CA; and CA, after being criticised heavily in the field of phonological and syntactical comparison, seems to have found its way out of trouble through the comparison of new domains such as 'contrastive rhetoric, pragmatics, discourse and text analysis'. The interest in the comparison of culture or cultural phenomena can be said to have increased mainly due to two reasons. Firstly, a change in the needs of society, that is, a growing need for actual inter-cultural communication in this shrinking world, for the purposes of commerce, politics and education. Secondly, from a theoretical perspective, one of the starting-points for the popularity of cultural comparison seems to have been Hymes' introduction of the notion of 'communicative competence', which pointed out the importance of the sociocultural dimension in a competence framework for communication. This has widened the focus of study to include 'heterogeneity' compared to Chomsky's restricted interest in 'homogeneity' and thus, to encompass cross-cultural aspects of communication. I shall now move on to a discussion of what a contrastive analysis

¹⁸Baker, Ann and Goldstein, Sharon.1990. *Pronunciation Pairs*. Cambridge: Cambridge University Press

of cross-cultural communication entails, starting with the distinction made by James(1980) between 'microlinguistic' CA, and 'macrolinguistic' CA, which he relates to the notion of 'communicative competence'. Certainly, the present trend seems to be towards a more global comparison of 'phonological structures' although there still remains the problem of how to compare different discourse structures across cultures. Having observed some of the developments of cross-cultural CA in recent years, the most promising area of CA seems to lie in a relatively new field of pragmatics, discourse analysis, and conversational analysis as well as phonological analysis. A few linguists around the world (including the author of this handbook) have been interested in taking a different approach to phonology – that of theorising what works in practical situations involving human, not computer, language. This makes for a theoretical framework that is much more relevant to the needs of practitioners, including but not limited to ESL teachers, and is much easier to apply to those situations. This first section on 'Fundamentals' attempts to put forward some of the theoretical framework that has been developed in this way, hopefully in a way that is interesting and stimulating and useful – and not too intimidating for those who have had previous bad experiences that have led them to 'hate theory'.

This type of conceptual difficulty is behind many more pronunciation problems than are caused by genuine articulatory difficulty. Almost all vowel problems are like this – there are few vowels that are in any objective sense 'more difficult to pronounce' than other vowels. The same goes for almost all prosodic or suprasegmental issues (ie. Those to do with intonation and rhythm). Consider an English speaker learning a tone language such as Vietnamese. The tones will be one of the hardest problems they have to grapple with. The problem however is not one of producing the tones.¹⁹ All English speakers can easily produce syllables with different tonal patterns, and they do so every time they speak: consider the many meanings that can be given to a word like 'Oh' or 'Hello' in English by varying the tone or pitch. The problem is that in English, tone serves a completely different

¹⁹Avery, Peter and Ehrlich, Susan. 1992. *Teaching American English Pronunciation*. Oxford: Oxford University Press

function to the one it serves in a tone language: it is used for intonation and sentence-level meaning, rather than to distinguish word meanings, and is therefore conceptualised in a completely different way.

Stress is one of the main tools used in English to convey word and sentence meanings. It is essential for speakers to control the stress system if they are to speak English intelligibly, and indeed this is a major problem for many learners. But the problem is not that they can't physically produce stressed and unstressed syllables. All languages have some pattern of stress variation within their sound systems (even those that are commonly cited as 'not having stress' or 'stressing all syllables equally'). Most, though, use stress quite differently in their phonological systems from the English pattern, and speakers conceptualise it in different ways.

The errors that learners make are not caused by not using stress at all (whatever that would mean). They are caused by not using stress appropriately for English. In order to learn to use stress appropriately for English, they have to learn to conceptualise stress – in other words, to know what it means, to be able to recognise it and use it and manipulate it and play around with it. Learning this concept is just like learning any other kind of concept, requiring a combination of information, experience and time; people do not learn concepts instantly, just from being shown an example or being given information; they need to use them and experience them through trial and error before they really understand them. Let's look a little more at this important concept of conceptualisation of speech, before coming back to see how we can use this understanding in teaching pronunciation.

1.3 Different types of pronunciation in teaching English language.

²⁰Today's teachers encounter a big challenge, that of students from diverse backgrounds bringing language diversity to classrooms. Rather, teaching is no longer simple, but obligates teachers to meet the needs of diverse students in diverse

²⁰Abercrombie, David. 1967. *Element of General Phonetics*. Chicago: Aldine Publishing Company

classrooms where differentiated instruction is required. Specifically, variations in pronunciation cause diverse students' difficulties and problems in cross-cultural communication. It is imperative that teachers know about those students' pronunciation variations beyond the border of the standardized English in order to help them move forward in English language learning. Therefore, the purpose of this article is to explore pronunciation variations facing English as a second language (ESL) students. With a focus on five groups of ESL students' major problems in English articulation, this article provides teachers with brief information pertaining to diverse population's pronunciation variations commonly seen as they strive to teach their ESL students how to articulate English words and refine the instruction. The teaching of pronunciation is very crucial to students because it is a filter through which others see them and often discriminate against them. Teachers should help students in order to acquire acceptable accent of the target language.

In the past, teachers usually focused on the articulation of consonants and vowels. In recent years, the focus has shifted to include other features such as stress and intonation. In case of the accent of the target language, there are many acceptable varieties of English throughout the world. Whichever variety is used in our country, the most important thing is that students' pronunciation must be good enough for another person to understand what they are trying to say. The teacher can teach one standard variety as a model, and give learners at least some exposure to others, through the use of live speakers or recordings, in order to raise awareness of other possible accents.

²¹In many situations the non-native teacher has to be the model whether he or she likes it or not. According to Ur (1996) this teacher can be an adequate model provided he or she is a competent speaker of the language. In any case it is desirable

²¹Celce-Murcia, M., Brinton, D. M. & Goodwin, J.M. (1996). *Teaching Pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge University Press. Lewis, M. (1997).

for the learners to be exposed to a number of native and other acceptable accents through the use of recordings.

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts: According to Lado (1964), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word,

especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006: 1). This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).Meanwhile, another expert says that pronunciation is the particular way a word or phrase is to be said (www.chmsdrama.com). This definition is clear enough but it has lack information about pronunciation. ²²According to Oxford Advanced Learner's English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound.

²²Lewis, M. (1997).Pedagogical implications of the lexical approach.In Condy, J. &Huckin, T., eds., *Second language acquisition*. UK: Cambridge University Press.

But it does not have any important information about how a language or a particular word or a sound should be spoken. From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood .

O'Connor (1973) states that phonetics is the branch of linguistics which studies the sounds of language. This definition provides clear information about phonetics. There are two important keys in phonetics based on this definition:

- Phonetics is branch of linguistics
- Phonetics studies sounds of language

According to Peter and Susan, phonetics is the study of how sounds are produced and how the position of the mouth can be changed to produce different sounds (1992: 239). In the previous definition, O'Connor states that phonetics is a study of sounds. Peter and Susan give clearer definition. According to them, phonetics is study of how sounds are produced and the position of mouth when the sounds are produced. Meanwhile, according to Laver phonetics refers to any learnable aspect of use of the vocal apparatus (1994). Based on the definitions, the writer concluded that phonetics is the study of sound and how they are produced.

How sounds are produced? Sounds, the sounds production and the speech organs are closely related to each other. To produce sounds, the speaker has to follow some processes that employ speech organs. By knowing the process, hopefully the non-native speakers are able to produce English sounds easily and correctly.

Mastering the pronunciation of a foreign language is an insuperably difficult and complex task. Complete success in this matter depends on numerous internal and external factors that all may contribute to or hinder the learning process. Thus, attention should be paid to every single element of this procedure so as to avoid potential problems or prepare an efficacious solution to them. The intent of this research paper is to define and describe the most relevant facets of pronunciation teaching and learning and to discover effective ways of integrating this component

of language with different skills.²³Pronunciation certainly deserves strong attention in modern classrooms. This component of language ought to be treated as an integral part of learning and teaching English as the success of communication depends to a considerable degree on the quality of pronunciation. The most successful pronunciation teaching and learning can be achieved in the process of mastering other linguistic skills. It is frequently experienced by learners of a foreign language that even though they produce their utterances according to grammar rules and use proper vocabulary, they are not understood due to mispronouncing certain words. Despite the fact that most of the learners attach great importance to pronunciation, it is still widely neglected by teachers. According to the figures presented by Nunan (1995) 62 percent of Polish learners of English gave the pronunciation the highest priority. Komorowska (2001) points out that the most common reason why learners are misunderstood while attempting to communicate is because of improper intonation and articulation, not grammar mistakes, as they never interrupt in the information transfer. In other words, the process of attaining good pronunciation is a very multifaceted one. Hence, it requires a constant, systematic effort which will contribute enormously to developing other skills. Another factor of great significance that has been noticed by Jones and Evans (1995,p.245) is that realization of particular phonemes and that suprasegmentals work together " to create a constellation of phonological characteristics that, although complex, is immediately recognizable to native speakers as signalling a specific meaning, mood, or attitude towards the listener or topic". It is clear therefore that it is valuable, if not indispensable, to make the learners aware of the different aspects of pronunciation that may facilitate their language acquisition. The theory concerning teaching pronunciation to learners of a second language has experienced a number of alterations during the last decades. Paralleling the direction of language teaching theory itself, pronunciation instructions have moved from more controlled to rather communicative approach.

²³Harmer, James. *The Practice of English Language Teaching*. Harlow: Longman, 2001.

In analysing the procedure of teaching and learning pronunciation, it is of significance to closely examine the role of the teacher. One of the most important functions of the teacher is providing his or her learners with opportunities for practice, exploration or even experimentation. It is possible by means of exercises devised and adjusted to a specific group of learners and their preferences.

²⁴Another basal task of the instructor while teaching pronunciation is training the learners in discriminating between the sounds of their mother tongue and the target language. Teachers' role is to help students hear the specific sounds and then assist them in the correct production (Kenworthy, 1994). Learning pronunciation is a very complex and multifaceted operation. Hence, the plan for action and specific objectives have to be established by the teacher. It is the teacher's responsibility to decide what to focus on so that the learners can produce intelligible speech accepted to native speakers' ears. Monitoring progress and providing constant feedback are also indispensable in that the information concerning the performance is very often the decisive factor in sustaining involvement and motivation for learning. It has to be mentioned that in a study of current and future trends and directions of teaching pronunciation, Seidlhofer (2001) found that the recent advantages in technology have increased the potential for learner self-access and autonomy. Such rich variety of input therefore affects teacher's role, with a potential shift from acting as an informant to being instructor or "speech coach" . This necessitates making apt choices from all options available and employing appropriate methodology responsive to the needs of specific learners.

Having discussed different aspects of the teacher's functions in attaining good pronunciation it is clearly visible that not only the teacher but also the learner has to put some effort and involvement in this complex process. According to Kenworthy (1994) the main task of the learners is to respond to the teacher's feedback and

²⁴Waniek-Klimczak, E. & K. Klimczak. 2005. Target in speech development: learners' views. In K. Dziubalska-Kolaczyk & J. Przedlacka (Eds.) *English pronunciation Models: A changing scene*. Bern: Peter Lang. 229-250.

instructions and to take the responsibility for their actions. Even though it is the teacher who indicates the mispronunciations and assists in efficacious ways of eradicating them the learners have to react and try to monitor their own efforts themselves. Thus, the nature of teacher's and learner's role could be concluded by an old Chinese proverb, which states:

The teacher can only open the doors for you,

You have to enter by yourself.

²⁵It is evident that the success in achieving clear and comprehensible pronunciation is influenced by a mixture of constituents which may assist or complicate the process of learning. It is imperative to discover possible problem areas and to prepare an effective remedy for such difficulties, thus the attention should be paid to each and every element affecting the pronunciation mastery.

Moyer (2007) found that a combination of experience with and positive orientation to the language appear to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers will want to encourage learners to speak English outside the classroom, including giving them assignments that structure those interactions.

Because English has become an international language, teachers need to keep in mind that the adult learners in their classes will speak with both native and nonnative English speakers (e.g., a fellow student or a boss at work may be a native speaker of Bengali, Spanish, or Vietnamese). Jenkins' seminal work (2000) on the phonology of English as an international language, in which she studied which

²⁵Morley, J. (1991). The pronunciation component of teaching English to speakers of other languages. *TESOL Quarterly*, 25, 481-520.

phonological features caused a breakdown in communication when two nonnative English speakers were communicating with each other, has popularized the notion that minimal features of pronunciation are required for intelligibility among nonnative speakers of a language—a lingua franca core, or “LFC” (Jenkins, 2002). Teachers of adults learning English should be aware that the goal of improving pronunciation for many adult learners is mutual intelligibility, not perfection.

²⁶Based on the discussion above, there are a number of instructional strategies for teaching pronunciation that can help students to meet their personal and professional needs. Teachers can guide students to do the following:

- Cultivate positive attitudes toward accuracy
- Notice the effects of pronunciation on interactions
- Notice prosodic features of language (stress, intonation, rhythm)
- Develop communicative competence

Teachers should create a classroom atmosphere in which affiliation with the native language group is respected at the same time that learners work on their English pronunciation in order to be understood. To do this, teachers might first give a background lesson on varieties of English in the United States and around the world and how they have developed. Then specific pronunciation features from Jenkins’ (2002) table of features can be worked on. Table 1 (Pronunciation Focus) shows the LFC features that Jenkins described as well as the features needed for clear pronunciation in American English.

²⁷**Table 1: Pronunciation Focus**

²⁶Pennington, M. C., & Richards, J. C. (1986). Pronunciation revisited. *TESOL Quarterly*, 20, 207-225.

²⁷*Source:* Adapted from Jenkins, 2002

Pronunciationfeature	Focus of lingua franca core (LFC)	Focus for teaching American English pronunciation
1. Consonantalinventory	All consonant sounds except for /t/, /d/, and /l/	All consonant sounds in English
2. Phoneticrealizations	Aspiration after /p/,/t/, /k/; Appropriate vowel length before consonants (e.g., /b/p/, /v/f/, /z/s/)	Aspiration after /p/,/t/, /k/; Appropriate vowel length before consonants (e.g., /b/p/, /v/f/, /z/s/)
3. Consonant clusters	Preserve consonant clusters word initially (e.g., <i>stop</i>) and medially (e.g., <i>sister</i>)	Preserve consonant clusters word initially (e.g., <i>stop</i>) and medially (e.g., <i>sister</i>)
4. Vowelquantity	All long-short vowel contrasts (e.g., <i>bit</i> vs. <i>bite</i>)	All long-short vowel contrasts (e.g., <i>bit</i> vs. <i>bite</i>)
5. Vowelquality	Consistent regional qualities can be preserved (e.g., Singaporean English vowel pronunciation)	Consistent regional qualities can be preserved (e.g., if teaching English in the South, southern vowels will be taught)
6. Weakformsofvowels	Contrast between weak and strong forms (e.g., <i>I can</i> [kin] <i>swim/I can't dance</i>)	Contrast between weak and strong forms (e.g., <i>I can</i> [kin] <i>swim/I can't dance</i>)

7. Stress-timed rhythm	Not necessary to teach; use rhythm of the regional variety of English	Stress-timing of American English rhythm (e.g., where major stress in words, phrases, and sentences falls: <i>I am sick</i>)
8. Wordstress	Difficult to teach in some areas of the world where the variety of English used is syllable timed	Needed in American English (e.g., <i>project/project,object/object</i>)
9. Nuclear (tonic) stress	Important to teach the most prominent syllable in a sequence of pitches (e.g., <i>Mysister bought a new dress</i> ; <i>dress</i> is the most important piece of information, so it carries the most stress)	Important to teach the most prominent syllable in a sequence of pitches (e.g., <i>My sister bought a new dress</i> ; <i>dress</i> is the most important piece of information, so it carries the most stress)

Teachers might also want to ascertain which specific features of the varieties of English spoken in their classes pose a problem for their learners. To do this, two types of classroom activity can be undertaken.

- Replicate Jenkins' (2000) study by recording two adult learners who speak different languages at home communicating with each other in English. Note the junctures at which communication breaks down and attempt an analysis of which pronunciation features caused the miscommunications to occur. Based on the results of this study, develop a list of pronunciation features that pose a problem for

effective communication and intelligibility in your classes. This list can guide instruction on pronunciation.

- Work with learners to help them develop realistic pronunciation goals. For example, teachers and learners can work together to complete a learner pronunciation profile that includes (a) an inventory of the sounds and stress and intonation patterns that the learner does well and those the learner wants to change, and (b) a questionnaire about when and how the learner uses English (Grant, 2010, pp. 1-8). The inventory and questionnaire can help learners develop pronunciation goals and be used to check their progress toward achieving those goals.

²⁸Teachers can learn a great deal by observing adult English language learners as they communicate with each other, noting the places where communication breaks down, and attempting to determine which pronunciation features caused miscommunications to occur. As they observe, teachers can develop a list of pronunciation features to focus on in class and jot notes on note cards to give learners feedback as they listen to group and pair work and learner presentations. Teachers might use a checklist similar to the one in Table 2 or in *Well Said* (Grant, 2010, p. 4). For example, when students are giving presentations or working together in pairs or groups, the teacher can use the checklist to make note of when a student is not understood or when several students make the same pronunciation mistake. This information can become material for subsequent pronunciation lessons. Through use of a checklist, learners can be made aware of particular features of speech that potentially cause problems for intelligibility and can work on these features. A checklist can also be helpful to learners as they develop their own pronunciation goals.

As has been noted, prosodic features of language—word stress, intonation, and rhythm—are extremely important to comprehensibility, in addition to correct

²⁸Derwing, T. M., Munro, M. J., & Wiebe, G. (1998). Evidence in favor of a broad framework for pronunciation instruction. *Language Learning*, 48, 393-410.

pronunciation of discrete letter sounds. Teachers should therefore include prosodic training in instruction. Teachers can begin with listening activities (e.g., listening for rising intonation in yes/no questions) and then have learners compare question intonation in English with that of their native languages and then imitate dialogues, perform plays, and watch videos in which yes/no questions are used.

Here are some ideas for focusing on specific pronunciation features.

- **Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

- **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

- **Mouth-Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

- **Intonation**

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

- **Linking**

We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Willaymeegowaway.' To help learners link words, try starting at the end of a sentence and have them repeat a phrase, adding more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

- **Vowel-Length**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

- **Syllables**

- Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

- Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

- **Specific Sounds**

- Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

- Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

o The Sounds of English, American Accent Training, and EnglishClub.com websites below offer guidelines for describing how to produce various English sounds. You can find representative practice words for every English sound on the English is Soup site.

Teaching English pronunciation involves a giving a lot of listening practice at the beginning. Therefore many of the activities that are good for teaching English pronunciation are also good for developing a student's listening skill. In teaching English pronunciation the students generally need work in several areas. Individual sounds - how to make the sound, whether it's a vowel or a consonant. Word stress, sentence stress, the rhythm of English, and English intonation.

If the sound you are teaching doesn't exist in your students' language they will try to fit it into the sounds they already know. In this case you will need to help them develop the capacity to recognize new sounds. It's helpful when you teach a new sound to say it a few times yourself, and feel the position of your tongue and the shape of your mouth and lips. You can then model this for your students, using your hands to show the position of the tongue if necessary. Remember that sounds and letters are different. When teaching English pronunciation, begin with single words and short phrases and build up to using longer utterances. Different accents are mostly caused by differences in vowel sounds - not consonants - this means that making mistakes with consonants is more likely to prevent understanding.

²⁹Individual Sounds - ESL Pronunciation Activities

Listen and say is the most basic pronunciation activity.

Listen and slap Students - in teams - slap letters or words on the board . The teacher says a word of sound, and the students slap the appropriate one. One student from each team at the same time.

²⁹Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Oxford, England: Oxford University Press. Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. Prospect, 18(3), 53-70.

Bingo Students copy a list of letters randomly onto their bingo card. Or they can use short words with the sounds in them. The teacher reads out the sounds and the students cross the ones they have, shouting bingo if they get a line. This is a very common activity in the classroom, and is always popular with younger children.

Writing Contest The students are divided into teams, and line up in their teams in front of the board. The teacher says a word and the students write it. The first one with the correct word on the board wins a point for their team. This works well when teaching minimal pairs. Spelling ability is not important if the students can sound out the words - perhaps with the teacher's guidance. Magnetic alphabet cards make this activity more fun.

Word Stress

Word stress needs to be taught as the new vocabulary is taught. You can exaggerate the word stress, or even 'sing' it to the students, and then have them copy you. Students can listen to several words being spoken with different word stress and put them into categories according to the position of the stress.

³⁰Teaching English Pronunciation - Rhythm and Stress

Some of the biggest problems in students' pronunciation arise in pieces of speech above the sentence level. English sounds - both syllables and words - sometimes become very weak, almost disappearing. Sometimes syllables lengthen or shorten themselves. And sometimes sounds join together. All of these can change the sound of English quite a lot from the full pronunciation which is how students usually learn a new word. Can, are, is, was, and, his, her, of, from, as, to, at are just some of the words that can be pronounced with a strong or weak pronunciation. Say 'Can you swim?' and 'I can swim' at normal speed. Listen to the sound of the 'a' in can. It almost disappears. Students need an awareness that this happens at all, and then they

³⁰Gimson's pronunciation of English (5th ed.). London: Edward Arnold. Dalton, C., & Seidlhofer, B. (1994). Pronunciation. Oxford, England: Oxford University Press.

need practice in hearing and pronouncing it.

Rhythm and Stress - ESL Pronunciation Activities

How Many Words?

This is a useful and effective activity which needs almost no preparation. Simply write down three or four sentences which contain some weak forms. It's a good idea to use vocabulary the students have recently been working with, or with grammatical structures they need to practice. Read the sentence aloud quite naturally. Do not try and speak 'correctly,' but speak in a natural way, making sure you are using weak forms where they are present. The students simply have to count how many words you have said. Contractions count as two words. After they have guessed the correct number, they can try to work out the meaning of the phrase.

Telegraph or Text Messages Students write messages deleting unstressed words and send it to another student, or another pair. The teacher can 'send' the telegrams across the classroom. Or they can be texted on the students' phones - if they have them. The receivers then have to write out the message fully, putting back in the unstressed - deleted - words.

Poems/Rhymes/Limericks These can be told in class and memorized if fun for the children. With the teacher's help students can substitute words in poems. Eventually they should be able to write lines, and even whole poems themselves. Children respond naturally to rhymes and they are a powerful way of teaching English pronunciation in the classroom.

³¹Teaching English Pronunciation - Intonation

The music of each language is different. In tonal languages such as Chinese, the music or tone, belongs to each individual word. In English it belongs to a longer

³¹Crawford, W. W. (1987). The pronunciation monitor: L2 acquisition considerations and pedagogical priorities. In J. Morley (Ed.), Current perspectives on pronunciation: Practices anchored in theory (pp. 101-121). Alexandria, VA: TESOL.

word groups. When teaching English pronunciation it's important to make students aware of changes of tone - or pitch - as this carries information that can help others understand what's being said. Intonation is used to express: emotions, attitudes, stress. It can help the listener to distinguish between statements and questions.

The tone refers to the change in pitch, and this carries information about the intent of the speaker. Pitch can be described as high or low. In English there are 5 main patterns: falling; rising; falling & rising; rising & falling; and level tone.

Falling pitch makes the speech sound more emphatic. If you say 'yes' with a falling pitch it sounds more certain, more final.

Rising pitch indicates a questioning feeling. It can also sound more polite. If you say 'thank you' with a rising pitch it sounds polite. If you say 'thank you' with a falling pitch it can sound more indifferent.

Falling-rising pitch indicates a partial agreement, the presence of some reservations. 'Yes' with falling-rising pitch, for example.

Rising-falling pitch is rarer. It gives the feeling of strong approval: 'Would you like a pay rise?' 'Yes.' 'Would you like to bungee jump out of a helicopter?' 'No.'

Level tone gives a lack of feeling or emotion. For example when something is routine or boring. This might happen when taking register, or answering very routine questions at the airport for the 3rd or 4th time.

Remember, that the examples given here are examples of what is typical - but they are not fixed in stone. People sometimes have their own way of using intonation.

ESL Pronunciation Activities for Intonation

As with all aspects of teaching English pronunciation, when teaching English intonation, it's important to first build some awareness of intonation. This can be done by drawing attention to it in class, using fillers such as: uh huh, ah, um, oh...

Futtock's End was a British comedy film which was silent apart from mutterings and sound effects. The mutterings relied a lot on intonation. In class students can act out situations. Student A must discuss a problem (a role card can be given) and student B can only respond with sounds and body language. This can practice intonation and be funny too.

Extreme Opinions are made by one student in a pair. The other student disagrees politely: "That's a very extreme view don't you think?" "Is that what you really think?"

Alibi can be used in many ways - to practice reported speech, for example. Here it is used to practice English intonation. A crime is imagined to have been committed. 2 students act as police. Most other students are given cards with alibis written on them. Some other students are 'witnesses,' and their cards have information which conflicts with the alibis. The police must question everyone (this should occur in a separate room) and find differences that can prove the alibi to be false. When answering questions, a low falling intonation should be used to emphasize the certainty of the answers.

³²What do you need to know when you teach pronunciation?

- You need to know how our mouths produce the various sounds of the language.
- You need to know how stress, rhythm, connected speech, and intonation work.
- You need to understand problems that your students might have with pronunciation.

³²Anderson-Hsieh, J., Johnson, R., & Koehler, K. (1992). The relationship between native speaker judgments of nonnative pronunciation and deviance in segmentals, prosody, and syllable structure. *Language Learning*, 42, 529-555.

- You need to know how to teach these things to your students and help them practice effectively.
- You need to choose how much you'll teach your students. You can't tell them all the details that you know. It would be too much. You need to decide what to include and what to leave out.

³³A communicative framework for teaching pronunciation. Principles:

- Language is best learned through communication.
- Classroom materials should reflect the interest and needs of the learners and create a desire to communicate in the target language.
- Learners acquire language most efficiently when they are active participants in a lesson.
- The language syllabus should focus on enabling learners to express their ideas in a variety of social interactions.
- Errors are a natural part of the communicative process. It's OK to take risks.

Steps in a pronunciation lesson using a communicative framework:

- Description and analysis. Oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.
- Listening discrimination. Focused listening practice with feedback on learners' ability to correctly discriminate the feature.
- Controlled practice. Oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise learner consciousness.

³³Wong, R. (1987). *Teaching Pronunciation: Focus on English Rhythm and Intonation*. Englewood Cliffs, NJ: Prentice Hall Regents.

- Guided practice. Structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature.
- Communicative practice. Less structured, fluency-building activities that require the learner to attend to both form and content of utterances.

CHAPTER II. LINGUISTIC ANALYSIS OF PRONUNCIATION IN DEVELOPING CULTURAL AWARENESS

2.1 Linguodidactic features of pronunciation in teaching English.

Linguists see that the knowledge of linguistics especially phonology would help teachers a lot overcome most of their students' problems in pronunciation. The present study aims at investigating this fact in one hand and the difficulties that the Saudi students have in pronunciation on the other. The findings indicate that teachers with background knowledge of linguistics would help their students overcome most of their pronunciation problems. ³⁴Along with the students' answers, the results also show that sounds, whether vowels or consonants, which do not exist in Arabic are difficult for Saudi students. Some alternative solutions from the linguistics point of view will be proposed in this paper too. Therefore, it is hoped that this study will focus on the learners' views in one hand and the researcher's experience on the other. When learning to speak English, non-native speakers may pronounce some English phonemes differently from native speakers. These pronunciation variations can degrade an automatic speech recognition system's performance on accented

³⁴Rosenhouse, J. (2007). Arabic phonetics in the beginning of the third millenium. Saarbrücken, 6-10 (XVI), 131-134.

English. The findings are then compared with linguistic hypotheses. The teacher of language has always been influenced by his conception of what language is. If he thinks language is mostly words, he concentrates on teaching words, and he measures his success by the size of the vocabulary his pupils have mastered. If he thinks language is essentially usage, he devotes most of his time to defining for his students a kind of usage that is acceptable in the community in which they must speak or write, and he measures his success in terms of the acceptability of the English his students use within their community. If he thinks language is essentially structure, he concentrates on teaching structure, and he measures his success in terms of the degree to which his pupils can use linguistic structures efficiently without making mistakes.

The study of pronunciation gave rise to several developments within linguistics. For one thing, linguists became interested in other dialects besides the standard one, and they began to do research into local variations in pronunciation. Also, they began to study precisely how sounds are made, and thus developed a science of articulatory phonetics. Linguists also became interested in languages other than their own, and they began to study the characteristics of non-European pronunciations. By around 1870, linguistic science had advanced to the point where some sort of standard alphabet was needed to record the variations that had been found. An International Congress of Linguists met in Paris and worked out the now-famous International Phonetic Alphabet, or IPA. With this tool, linguists could describe languages with unprecedented accuracy and completeness, and the success of the IPA gave rise to much new work in linguistics.

³⁵Teaching Several practical consequences for the language teacher proceed from these facts. First, syllable structure and the ability to recognize and produce consonant clusters is probably much more important in word recognition than anyone has

³⁵Rogers, H. (2000). *The sounds of language: an introduction to phonetics* Essex: Pearson Education Limited.

suspected it to be, Position within the syllable can make a great deal of difference in how much of a sound must actually be heard before the sound can be identified, and there is no doubt that hearers make use of this fact to improve their efficiency. There is no doubt, therefore, that we can improve our teaching of pronunciation by a little more concentration on syllable structure. The second point is an old one, but it takes on a new urgency in this context. The student recognizes a word by matching it up with what he hears, so the testing that goes on in the ear must also help the student search through his vocabulary for the right word. If we have taught him the sound system at the very beginning of his language learning, he will classify the words in his vocabulary according to the appropriate pattern of tests which have to be made. But if we teach him a lot of words and then start to teach about pronunciation later, he is going to have all those words misclassified in his vocabulary. The pattern of tests that we are trying to get him to apply in using the new set of pronunciation rules will apply well enough to new vocabulary, but the new tests will not lead him to usable identifications in the old vocabulary because it is classified according to a different system. Hence he cannot "unlearn" the old habits because he still needs them to recognize the old words, and he cannot use the new tests consistently because they do not always lead to word identification. He must use both and be less efficient.

³⁶ Language teachers and linguists have always wished to find the answer to query whether there is age-related limitation on reaching native-like pronunciation. Brown (1994, p.52), among others, implied that the problem of attaining a flawless sound production after puberty sustains the notion of a critical period for language acquisition. Brown describes the critical period as "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire". The view that a critical point for a second language acquisition occurs around puberty, beyond which people seem to be incapable of mastering the pronunciation and any other aspect of a language, has led some to assume, incorrectly, that the possibility of successful second language

³⁶Wong, Rita. (1987). *Teaching Pronunciation: Focus on English Rhythm and Intonation*. NJ: Prentice- Hall.

learning is no longer valid. Research by Walsh and Diller (1981, p.18) suggest that different aspects of a second language are attained at different periods of life as they stated that " lower-order processes such as pronunciation are dependent on early maturing and less adaptive macroneural circuits, which make foreign accents difficult to overcome after childhood. Higher-order language functions, such as semantic relations, are more dependent on late maturing neural circuits, which may explain why college students can learn many times the amount of grammar and vocabulary that elementary school students can learn in a given period"

The amount of exposure to the target language is another contributory factor in the mission of acquiring intelligible and accurate pronunciation. A perfect situation for receiving great quantity of contact with the language is living in a foreign country but in most of the cases it is not achievable for the learners. ³⁷It was Kenworthy (1994,p.6) who said that " it is not merely exposure that matters, but how learners respond to the opportunities to listen to and use English". Her words, though written almost ten years ago, are still valid and relevant. English has become an international and most widespread language in the world, consequently it is commonly available for all learners in television, radio and the Internet. If it is not possible for the students to listen to the English in their surroundings the teacher should gradually make them familiar with its authentic form. The instructor ought to use recordings from the mass media to enable the learners to experience the variety of accents, intonation and word linking (Komorowska, 2001).Despite the importance of pronunciation, it is often neglected in teaching English. This article looks at ways to redress the balance.Many English teachers avoid teaching pronunciation, not because it is not necessary, but because they have little or no information on the subject. Proper pronunciation is essential when learning English as a second or foreign language however; the main goal is to be understood, after all, and if ship comes out as sheep (or worse!), this purpose may be quickly

³⁷Tuffs, R & Tudor, I (1990). What the eye doesn't see: cross-cultural problems in the comprehension of video materials, *RELC Journal*, 21, (2), 29–44.

defeated. Many teachers begin English pronunciation practice as they introduce vocabulary. This is the way many textbooks advise to teach pronunciation. Unfortunately, for students with a mother tongue that bears no resemblance to English, this actually makes comprehension more difficult. Drilling pronunciation is another less than desirable form of instruction. A step up involves combining the teaching of pronunciation with that of spelling, another important skill, but the real starting point is on the level of the phoneme.

A phoneme is defined as ‘the smallest unit of sound in a language system’. This could be illustrated by the sounds of /p/, /b/, /d/, and /t/ in the English words pad, pat, bad, and bat. For a student to consistently produce these sounds, they must train themselves to hear them. So the path to proper English pronunciation starts with listening and identifying, NOT speaking! Once they can accurately differentiate between phonemes, and pick out matching ones from tapes and videos, they can progress to forming the sounds themselves.

³⁸Think of this type of learning as a accelerated version of an infant’s language learning experience! Babies start by imitating distinct sounds, then moving up to sound combinations, and finally distinct words. Different languages use the tongue, mouth and cheeks differently, so diagrams of how to hold these facial muscles to properly produce the desired sound are extremely helpful. Videos can also be instructive, as the students can mimic the speakers on the screen and improve their vocabulary and English pronunciation.

The step from pronouncing phonemes to full length words is a short one, and from there it is much larger leap to being able to communicate in a natural conversation. A whole new set of obstacles appears, but there are easy ways to overcome each one. We have taken noises and made them significant to our students. We have

³⁸Thompson, S. (1995). Teaching intonation on questions. *English Language Teaching Journal* 49, 235-43.

started to teach articulation. Now we must deal with complex emotional, psychological and cultural motivations that require a unique type of re-education.

A strong psychological barrier exists in the form of 'learned helplessness'. This is simply the reaction of most people to 'shut down after several failed attempts at something new'. This may be hard to spot, but once recognized it is simple to overcome. Praise the student for each small step, each successive victory. Record their progress by taping them reading the same passage repeatedly over the course of the year. They will be encouraged to see how far they've come!

Anxiety is a more easily recognized problem. Students are often acutely self-aware and are reluctant to experiment with sounds for fear of getting them 'wrong', and have a general lack of fluency. The best remedy for anxiety? Games! Try reader's theatre, dialogue practice from textbooks (plays are good practice, as they encourage role playing) and handclap rhymes to build confidence. The entire classroom will benefit from the more relaxed atmosphere games engender!

The final wall is that of cultural identity. In this case, we do not wish to breach the fortification, but merely to create a path for the flow of information. Many people do not want to eradicate their accent; it is a strong indicator of their culture and heritage. As a matter of fact, an accent is not truly a barrier to pronouncing English correctly. The main goal here is the ability to be readily understood. New Yorkers and Londoners have distinctly different accents, but can usually communicate quite freely.

Role playing and impersonating native English speakers is a perfect way to improve your ESL students' pronunciation as well as their enunciation skills. They will be amazed to see that mimicking famous actors such as John Wayne or Nicolas Cage can actually improve their English pronunciation. After a few rounds of this game, ask one student to speak their own tongue with an English or American accent, or better yet, have them teach you a phrase or two. This will probably lead to great

hilarity as they are able to hear the reverse of their own attempts, and can prove highly instructive as well!

Teaching pronunciation in the ESL classroom does not have to be difficult. By using games and a creative approach, you can ensure your students are equipped for the English speaking world with all the tools they need to make themselves understood! Passionate about making teaching fun and the importance of teachers in the world, Shelley Vernon has written five best-selling books of games, stories and plays for children and adults learning English. Shelley Vernon has inspired thousands of ESL teachers with her resources. Get her free samples now to make your teaching fun and improve the effectiveness of your lessons by up to eighty percent. I've been teaching ESL for ten years or so and after so many requests from my students for help with pronunciation, I've started a phonics/phonemic awareness class. The program I use is intended for third graders, but my adult students love it. English is making more sense to them. It helps them pronounce the words in reading and in conversation. It also helps significantly with spelling. It's basically a literacy program based on the sounds of the English alphabet with lots of reading practice. In addition, I use plenty of music and games that make it a lot of fun. The students also acquire vocabulary. It's been my most successful class so far where students progress quickly. Please keep in mind that most of my students are hispanics with limited childhood education. Pronunciation is a problem in Turkey as well. Even teachers mispronounce a lot of words. In my classes, I use listenings, songs and news on the net to introduce them with the correct pronunciation, however, as you know there is not a certain pronunciation of a word in English, which makes our job more difficult. Adult English language learners in the United States approach the learning of English pronunciation from a wide variety of native language backgrounds and may speak languages with sound systems that vary a great deal from that of English.

Because English language learners in adult education programs reflect the foreign-born population, they come from diverse language backgrounds. Their pronunciation goals, needs, and levels of English proficiency are also diverse. Their needs regarding learning of English pronunciation depend on a variety of factors that may include their uses of English (in what settings and for what purposes), their motivation to identify with different English-speaking groups, how “native-like” they choose to sound, and the frequency with which they speak English and their native language (Flege, Frieda, & Nozawa, 1997; Gatbonton, Trofimovich, & Magid, 2005; Moyer, 2008).

Although a focus on pronunciation is part of the curriculum in many adult education programs, it is often not included in state language proficiency standards or addressed systematically in instruction (Levis, 2005). In addition, some teachers teaching English to adult learners do not have training in teaching pronunciation (Derwing & Munro, 2005; Levis, 2005). As a result, teachers may not be able to identify the patterns of or reasons for learners’ pronunciation problems or have a systematic way to teach the sound, stress, intonation, and rhythm patterns of English. This brief reviews features of languages (particularly English) that can have an impact on the teaching and learning of English pronunciation and the research on learner acquisition of pronunciation, and describes how teachers can implement teaching of pronunciation in their classes.

Recent discussion of and research on the teaching and learning of pronunciation has focused on contrasts between the sound systems of a language spoken and a language being learned; the importance of accent, stress, intonation, and rhythm in the comprehensibility of the speech of nonnative speakers; the effect of motivation and exposure in the development of native-like pronunciation; and intelligibility of speech among speakers of different English varieties.

³⁹Linguists have tried to identify potential pronunciation difficulties of nonnative speakers of a language by using contrastive analysis, which was popular in the 1950s and 1960s. The Contrastive Analysis Hypothesis posits that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated (Crystal, 2003; Fries, 1952). Features of many languages were catalogued by linguists, but it was not possible to systematically predict which areas of English would be difficult for speakers of particular native languages. A less predictive version of the hypothesis was eventually put forth that focused on cross-linguistic influence. Cross-linguistic influence claims that prior language experiences have an impact on the way a language is learned, but these experiences do not consistently have predictive value (Brown, 2000; Wardhaugh, 1970). From this work, linguists have been able to develop lists of sounds that native speakers of particular languages may find problematic in learning English. For example, speakers of Asian languages may have difficulty producing “l” and “r” sounds; speakers of Spanish may have difficulty distinguishing between and producing “sh” and “ch” sounds.

⁴⁰These lists for specific language backgrounds are now featured in pronunciation texts, such as *Sounds Right* (Braithwaite, 2008), and pronunciation software programs, such as *American Speech Sounds* (Hiser&Kopecky, 2009). Implications of this research for classroom instruction are that teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English as well as focusing on individual sounds that may be difficult for the learners in their classes. Along with age at acquisition of a language, the learner’s motivation for learning the language and the cultural group that the learner identifies and spends time with are two determiners of whether an adult language learner will develop native-like pronunciation. Research has found that having a personal or professional goal for

³⁹r, P., (1984). *Teaching listening comprehension*. Cambridge University Press, Cambridge.

⁴⁰Thompson, I. (1991) Foreign accents revisited: the English pronunciation of Russian immigrants. *Language Learning*, 41, 177-204.

learning English can influence the need and desire for native-like pronunciation review of research on adult learner acquisition of English concluded that adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so.

2.2 Linguocultural features of pronunciation.

Phonetics' is the study of pronunciation. Other designations for this field of inquiry include 'speech science' or the 'phonetic sciences' (the plural is important) and 'phonology.' Some prefer to reserve the term 'phonology' for the study of the more abstract, the more functional, or the more psychological aspects of the underpinnings of speech and apply 'phonetics' only to the physical, including physiological, aspects of speech. In fact, the boundaries are blurred and some would insist that the assignment of labels to different domains of study is less important than seeking answers to questions.

Today we see signs that pronunciation instruction is moving away from the segmental/suprasegmental debate and toward a more balanced view. This view recognizes that both an inability to distinguish sounds that carry a high functional load (such as /i/ in list and /iy/ in least) and an inability to distinguish suprasegmental features (such as intonation and stress differences in yes/no and alternative questions) can have a negative impact on the oral communication—and the listening comprehension abilities—of nonnative speakers of English. Today's pronunciation curriculum thus seeks to identify the most important aspects of both the segmentals and suprasegmentals, and integrate them appropriately in courses that meet the needs of any given group of learners. In addition to segmental and suprasegmental features of English, there is also the issue of voice quality setting; that is, each language has certain stereotypical features such as pitch level, vowel space, neutral tongue position, and degree of muscular activity that contribute to the overall sound quality or "accent" associated with the language.

⁴¹The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.⁴² A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most! Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate

⁴¹Taylor, D. (1981). *Non-native speakers and the rhythm of English*. In A. Brown (ed.), (1991) 235–244.

⁴²Pike, K. (1963). *Intonation of American English*. Ann Arbor: University of Michigan Press.

in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others. This overview starts with suprasegmental features. One considerable practical advantage of focusing on suprasegmentals is that learners from mixed L1 backgrounds in the same class will benefit, and will often find that their segmental difficulties improve at the same time.

Pronunciation seems to be sometimes a neglected part in our English lessons. Many teachers are not used to teaching it for many reasons. As most teachers in our schools are not native speakers, there is no need to set native-like pronunciation as one of our goals, moreover, most teachers themselves do not feel perfect in this language component and thus feel reluctant to show it. But we do not need to be perfect to enable our pupils to achieve their best. The next obstruction for teachers is the lack of pronunciation tests and general unfamiliarity with their assessment. Nevertheless, giving feedback on correct speaking to our students should be involved. Learning pronunciation will elevate their level of speaking and undoubtedly will improve their listening skills. Before teaching pronunciation, many aspects should be taken into account. Among the most important ones are the roles of the teacher and the learner. On the one hand, what they aim to achieve and, on the other hand, what they are willing to give to succeed in achieving it. Before setting up goals and working out a plan, the teacher should know about their learners' skills and limitations. Needless to say, the overview of the various aspects of English pronunciation – sounds, stress, rhythm and intonation – is essential.

As pronunciation is a very complex language component, there are many tasks for the teacher. Firstly, helping learners hear and produce sounds from their native language point of view. Secondly, it is establishing what to concentrate on. It is advisable to set out priorities according to the acceptability to the English speaker

as well as to what is beyond good intelligibility and is not necessary to take one's stand on. Thirdly, devising activities, adjusting them for different learning styles, and according to the aspects which influence pronunciation learning as it is going to be described in the following chapters. The last but not least important task is providing feedback and assessing learners' performance and progress. Assessing one's own production of speech is very difficult as we tend to hear ourselves in a distorted way and thus it is complicated to compare with the correct production. Moreover, the feedback on how the learner is doing and progressing is an essential motivation factor in further pronunciation learning.

The learner's role is the same as in any other subject which means taking one's own responsibility and being willing to learn. Here, the teacher's possibilities are limited, but still the choice of appropriate activities, motivating learners and building the general awareness of usefulness may be supportive. For example, one of the methods for increasing motivation can be a class-discussion based on one's own experience with foreigners and their pronunciation, what is acceptable and what is disruptive while talking to a foreigner in any language. The issue of motivation within all subjects of learning is definitely very complex, depending on many inner and outer factors and should not be neglected.

People learn languages for many different purposes. And therefore, the goals for individual learners may vary. From the teachers' point of view, the following aspects should be taken into account: the age, natural ability and motivation of the learners which is to be the base for answering the questions about how much time we will devote to teaching pronunciation and what level is needed for obtaining efficient communication. This is difficult, since, in contrast with e. g. grammar or vocabulary plans, pronunciation does not enable this particular progressive pace as all phonetic and phonological features occur from the very beginning. Nevertheless, we can count on the subconscious acquisition of the sound of English which will be beneficial for both, teachers and learners, later on.

We can delimit two extreme targets in learning pronunciation. On the one hand, some learners aim to obtain native-like pronunciation, on the other hand, many learners' purposes are more practical in the way that as long as their speaking is comprehensible, they do not have the need to improve. Both these opinions have their advantages and disadvantages. In practice, many learners do not achieve native-like pronunciation and the question is, if its obtaining is necessary. At the same time, learning pronunciation does not only improve speaking, but has a great influence on our listening skills, so its practice is useful.

⁴³The non-native teachers' foreign accent and bad pronunciation negatively affects students since they are more likely to internalize the foreign-accented speech of their teachers. They often have problems making themselves understood in contexts where people speak flow and foreign-accent-free English. For example, exchange students report that they experience communicative problems in their host countries due to their bad pronunciation. This is mainly due to the effect of teachers' deviant speech on students.

According to Richards and Rodgers pronunciation is an integrated and integral part of foreign language learning since it directly influences learners' both communicative competence and performance to a significant extent. Nevertheless, the teaching of EFL pronunciation has received different approaches starting from an absolute ignorance in the teaching process to being the centre of attraction in the syllabus. Those teachers who prefer synthetic syllabus and grammar-translation method tend to avoid pronunciation as much as possible. On the other hand those who favour situational syllabus and audio-lingual method stress the role of pronunciation by practising minimal pairs, drills and mini-conversations.

Pronunciation consists of various aspects. This chapter will focus on the main components – individual sounds and linkage of sounds, stress, intonation, rhythm

⁴³Pica, T. (1984).Pronunciation activities with an accent on communication.*English TeachingForum* 22, 2-6.

and weak forms. It will describe the components very briefly as it will aim attention at teachability and learnability of the individual aspects and reasons for teaching and learning the aspects. The main aim of studying any foreign language should be to understand and to be understood. That is the reason why listening and speaking are very preferred skills in the EFL classrooms nowadays. M. Hewings states that pronunciation is an essential feature of both speaking and listening. (2004, p. 16) Unfortunately, pronunciation tends to be on the opposite side of the importance scale. This fact is contradictory as speaking and listening go hand in hand with pronunciation. G. Kelly even uses the word ‘paradox’ when mentioning approaches in pronunciation teaching. He states two problems associated with pronunciation. Firstly it tends to be overlooked. And secondly when pronunciation is practised, it is usually the teacher’s immediate reaction to a particular problem that appeared in the classroom, which he calls ‘reactive teaching’. (2000, p. 13) Thus, it is neither a perfectly planned activity nor a regular pronunciation practice.

⁴⁴G. Kelly suggests that introducing pronunciation to the learners through the reactive teaching is really necessary and unavoidable because it has got its place in the lesson. Nevertheless, teachers hardly ever come to the classroom with a lesson plan containing an elaborated pronunciation activity. However, such activities should be prepared in advance properly. They should also correspond with other issues being discussed in the lesson. Experienced teachers will even predict pronunciation complications that may occur during the lesson. (2000, p. 13) For example, a teacher presenting past simple tense may suppose that he or she will have to explain the pronunciation rules for –ed ending. Thus a lesson plan for past simple should contain a well-prepared activity practising pronunciation of regular verbs.

C. Laroy believes that teachers must always bear pronunciation in mind. He offers teachers to incorporate pronunciation activities into the lessons as a warm-up. The

⁴⁴J. Morley,(Ed.), *Pronunciation Pedagogy and Theory: New views, New Dimensions.*(pp. 92-108). Alexandria, VA: TESOL.

teacher's role is to help learners at the very beginning so that the pronunciation mistakes did not become deeply rooted. On the other hand, overcorrection may be counter-productive. (1995, p. 12)

M. Hewings demonstrates the importance of teaching and learning pronunciation on a specific example of a PhD student from Hong Kong whose written English was of a very high level but his spoken English was sometimes difficult to understand due to his pronunciation. (2004, p. 11)

Hewings also emphasizes the role that students assign to pronunciation. They want to sound like native speakers and they are ready to do their best to achieve it. Teachers, however, tend to ignore the students' desire and they attach a lower status to pronunciation. (2004, p. 11) It would be a pity if teachers did not react to it and did not use it in the classroom.

L. Yates considers good pronunciation to be more essential than perfect knowledge of grammar. She believes that a learner with poor pronunciation is less likely to be understood than a learner who makes many mistakes in grammar. Such a situation may lead to his or her fear of speaking. Consequently, he or she might have problems at school or later on in finding an occupation. Unfortunately, people are often assessed by their pronunciation. Thus people with bad pronunciation may be considered as unqualified or inexperienced. Yet adult ESL learners rate pronunciation as one of the most problematic and challenging areas of English language learning. (2002, p. 1) Everything that Yates mentions proves that pronunciation activities have its own place in the ESL classroom.

B. Griffiths complains that pronunciation has often been ignored in the ESL classes. He claims that even excellent English teachers tend to neglect pronunciation in the lessons because of two reasons. First, there is a shortage of instructions or guidance dealing with pronunciation in textbooks. Second, most textbooks have only a few exercises, which usually practise pronunciation as an excluded part of ESL teaching. Therefore, Griffiths suggests incorporating pronunciation into everyday classroom

activities. Pronunciation deserves the same consideration and focus as the other language aspects. (2011)

Joan Morley takes the topic from a historical point of view. She mentions the role of pronunciation in the late 1960s. This period was influenced by the advent of communicative language teaching which resulted in the need for teaching pronunciation. The process, however, had to face several questions. The crucial question argued against the effectiveness of the programmes and the instructional methods. Teaching pronunciation until then was viewed as “meaningless non-communicative drill-and-exercise gambits”. (1991, p. 485)

⁴⁵Nevertheless, Morley adds that the need for the integration of pronunciation with oral communication was soon realized with a shift from specific linguistic competencies to broader communicative competencies as goals for both the teacher and the learner. (1991, p. 486) Judy B. Gilbert claims that ESL teachers try to evade pronunciation in their classes because course books provide exercises practising only sounds, which is rather useless and boring for both the teachers and learners. Her advice consists in improving learner’s pronunciation which is ‘listener friendly’. In other words, the aim of pronunciation teaching should lead to the state that there is not any difficulty in understanding the learner. (2008, p. 1) Nevertheless, many Czech primary school teachers introduce and teach pronunciation via the vocabulary list in the textbook which they use. Furthermore, their students are forced to write phonetic transcriptions in their dictionaries. Thus, they either use symbols from the International Phonetic Alphabet which they do not understand very often, or they are allowed to create their own symbols, which usually results in incorrect pronunciation. Then, the students are supposed to study both the vocabulary and the pronunciation at home. Many linguists accentuate the function of pronunciation in speaking and listening. They also highlight the significance that students attach to

⁴⁵Pennington, M. C. (1996). *Phonology in English language teaching: an international approach*. NY: Addison Wesley Longman.

pronunciation. Students are not interested in being grammatically correct, they just want to sound English.

While this chapter discussed the importance of pronunciation, the following one will deal with the significance of using songs in the EFL classroom. It will also attempt to combine the two main subjects of the thesis – songs and pronunciation.

CHAPTER III. THE WAYS OF IMPLEMENTING CROSS-CULTURAL COMMUNICATION WITH DIFFERENT TYPES OF PRONUNCIATION.

3.1 Features of interference in teaching English pronunciation

⁴⁶ Language is a means of communication in everyday life. Many speakers of English in Nigeria have little understanding as regards the ability to speak the language as significantly as linguists do. Most times, many of these speakers of English in Nigeria just take it for granted and think that speaking and understanding is as natural as breathing. Consequently, many English learners prefer learning “DUMB ENGLISH” to paying attention to studying English pronunciation, the results being that learners are shocked whenever they meet difficulties in oral communication.

Among many other factors, the most prominent is phonetics, which, to a large extent, weakens the learner’s confidence both in speaking and listening .In the case of some senior students at the university, a reasonable accuracy in the pronunciation of individual sounds should certainly have been achieved, however, many students still fail to attain perfection. The newly admitted undergraduate students, it has been

⁴⁶Gimson, A. C. (1980) An Introduction to the Pronunciation of English. London: EdwardArnold.

observed, are comparatively quiet and shy, which works to their disadvantage in speaking. They are afraid of making mistakes. They feel uncomfortable in their first attempt at speech in English and they are afraid of failure, laughter and ridicule – hence, their willingness to communicate in Pidgin English. These observations that analyse the fact that limited pronunciation skills can easily undermine a learner's self-confidence restrict his/her social interaction, and negatively influence estimations of their credibility and abilities are not new (Morley, 1998). The ability to speak simple, correct and comprehensible English embodies the correctness of pronunciation and intonation and directly affects the appropriateness of communication in conversations. Pronunciation instruction tends to be linked to the instructional method being used. In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. It became popular in the 1950s. This involved a systematic presentation of the structures of the second language, moving from the simple to the more complex. This approach was strongly influenced by a belief using of a lot of practice mechanically and repeatedly. At the time, “foreign-language learning is basically a mechanical process of habit formation” (George, 2002). Occasionally, it would be hard to find a linguist who would agree with the statement, yet versions of the audio-lingual method are still very commonly used in language learning. With the emergences of more holistic, communication methods and approach to ESL instruction, pronunciation is addressed within the context of real communication. Although there are different versions of how to create ‘communicative’ experiences in the L2 Open and Distance Learning classroom, they are based on a view that the functions of language (what it is used for) should be emphasized rather than the forms of the language (correct grammatical structure). In order to better teach pronunciation to students, it is necessary to gain a better appreciation of the types of pronunciation patterns and issues that Japanese speakers encounter when attempting to speak in English. To highlight some of

these issues, a sample dialogue between two Japanese learners was recorded and analyzed for segmental and suprasegmental features. The analysis revealed that pronunciation issues are mainly due to very different tongue placement as a result of interference from L1 and also due to the absence of certain sound production features in L1 that are required in L2. Carefully guided pronunciation practice may help to gradually shift learners' pronunciation away from L1 patterns and become more representative of standard L2 pronunciation and sound production.

Many factors have been blamed for pronunciation difficulties which Japanese learners of English typically encounter. The large number of differences between Japanese and English pronunciation and sound patterns along with the relatively weak emphasis on speaking or production skills when learning English in high school English classes, as well as the adoption of katakana to simulate English sounds, are all important contributing factors for maintaining this problem. Due to the gradual shift in Japanese educational settings away from traditional grammar-translation "yakudoku" teaching methods towards a more communicative method, the issue of English pronunciation by Japanese learners may become more prominent as speaking takes on a more important role in classroom activities and goals. As Celce-Murcia (1996) argues, the issue of pronunciation should not be understood as a need to make learners sound like native speakers but rather to achieve a "threshold level" of speaking ability where their sound production in the L2 is intelligible to most listeners. To help achieve this goal of attaining threshold level, however, it is first necessary to gain a more detailed understanding of exactly how Japanese learners' pronunciation differs in sound production from standardized pronunciation (such as General American). To this end, both segmental and suprasegmental aspects of pronunciation should be studied and compared phonemically in an attempt to discover how articulation and sound production are managed by the learner and how differences in sound production might be caused by L1 interference or misunderstandings about how certain sounds are created. Provided that the latter argument is indeed correct, a small-scale study of how learners

attempt to produce English words and syllables would be a starting point for discovering what needs to be taught in order to help learners improve overall pronunciation. In order to illustrate the types of problems that Japanese learners face in terms of pronunciation, the researcher recorded two Japanese male students performing a scripted English dialogue. Both students were first year Japanese university students in a pre-intermediate English class. They had studied English for 6 years in the Japanese public school. In order to better teach pronunciation to students, it is necessary to gain a better appreciation of the types of pronunciation patterns and issues that Japanese speakers encounter when attempting to speak in English. To highlight some of these issues, a sample dialogue between two Japanese learners was recorded and analyzed for segmental and suprasegmental features. The analysis revealed that pronunciation issues are mainly due to very different tongue placement as a result of interference from L1 and also due to the absence of certain sound production features in L1 that are required in L2. Carefully guided pronunciation practice may help to gradually shift learners' pronunciation away from L1 patterns and become more representative of standard L2 pronunciation and sound production.

Brad Smith *Polyglossia* Volume 23, October 2012 system before attending a small private university in western Japan with a relatively large number of international students, mostly from Asia. Neither of the students had traveled outside of Japan and they reported very little contact with native English speakers. One student was judged to be 'very proficient' by his current teacher while the other student was described as 'satisfactory' in terms of overall course work and English speaking ability.

Usually, those students who are likely to pronounce English sounds in the same way as they do their hometown dialect sounds do not have any chance to go out of their hometown before they go to universities or colleges. They attended middle schools in their hometown, where their middle school teachers would probably speak the

same hometown dialect and did not notice that funny phenomenon, or they also have much obstacle to do the correction, to say nothing of helping their students with the right pronunciation. In fact, this is an often-seen phenomenon in the countryside schools in these dialect regions, especially in those backward mountainous rural schools. To College English teachers, it is a hard job to help these students to pronounce English sounds correctly because they have been long misled when they were young in their middle school.

C. Phonology Difference between English and Chinese

Academically, as the scholar points out, English is an intonation language and intonation is meaningful, while Chinese is a tone language which uses tone to distinguish meanings (Zhang Qingxong, 2011). So, there must be a lot of differences in the number of phones and the ways of sound combination between the two languages. Generally speaking, for example, in English phonetic system there are twenty vowels and twenty-four consonants, but in Chinese phonetic system there are only six vowels (or monophthongs), twenty-five consonants and four tones (Wei Zhi-cheng, 2003) which do not exist in English. And therefore wrong transfer would be sparked again and again in the course of the foreign language learning. In fact, the phenomenon called “mother tongue interference” mentioned above is often found in foreign language teaching at the level of pronunciation, morphology, syntax, vocabulary acquisition, lexicology (Luo Jian-ping, 2013), etc. The Chinese students learning English would come across more or less pronunciation interference at the very beginning, no matter where they are from, as different languages have different sound systems, or phonological systems. And therefore, pronunciation problems would unavoidably come up here and there in English learning.

⁴⁷In most cases, the cause of pronunciation interference is much related with phonology. In phonology, the sounds [n] and [l] are two different phonemes in both English and Chinese Putonghua, but in some dialects in the region of Yangzi River, they are only a group of sounds representing one phoneme. So, when these dialect speakers go out of their dialect regions and communicate with people in other dialect regions, the substitution of [n] for [l] would sound funny or even cause trouble in understanding. Something like that also happens in the other dialect regions. For example, in some local dialect regions in Jiangxi Province, local people always pronounce [f] for [h], and some people in the east of Guangdong Province would pronounce [g] for [j].

ardizations, but at the same time the fact that the new speakers are also shaping the language, not only from the point of view of vocabulary and grammar, but also from the point of view of pronunciation, must be taken into account particularly by the teachers of English.

English – a global language

It is well-known that English is the main vehicle of globalization and in an article entitled “Not the Queen’s English. Non-native English speakers now outnumber native ones 3 to 1 and it’s changing the way we communicate”, published in the March issue of “Newsweek”, Carla Power emphasizes the fact that there are hundreds of millions of people learning English, which has become “*the planet’s language for commerce,*

⁴⁷George, H. V. (1972) Common Errors in Language Learning. Massachusetes: Rowley

technology – and empowerment. Within a decade, 2 billion people will be studying English and about half the world – some 3 billion people – will speak it, according to a recent report from the British council”

The emergence of so many different varieties of English has caused a number of linguists to question the use of native speaker pronunciation models in the teaching of English. Nowadays English is being used in every part of the world, both by speakers who have it as a first language, and by speakers from different countries who have different first languages. This was one of the factors that has contributed to the appearance of the term “global English”. Jennifer Jenkins, lecturer in sociolinguistics and phonology at King’s College, London, says that “English is no longer spoken only by its native speakers in the UK, North America, Australia and New Zealand, and by those who learn English in order to communicate with native speakers. It is also spoken among non-native speakers within countries like India, the Philippines and Singapore and internationally among non-native speakers from a wide range of countries/first languages throughout the world”, this last use of English being referred to as “English as an International Language” or EIL, comprising the largest group of English speakers, approximately 1.5 billion. Thenative speakers of English are now outnumbered by the non-native ones 3 to 1, as David Crystal affirms in his “English as a Global Language”. The numerous “varieties” of international English have caused many linguists to question the “use of native speaker pronunciation models in the teaching of English. Their argument is that native speaker accents are not necessarily the most intelligible or appropriate accents when a non-native speaker is communicating with another non-native speaker” Crystal, clearly demonstrates that the desire for a globally common language and the desire to preserve local languages which are the carriers of cultural identities do not exclude each other. The author of “English as a Global Language” shows that English can fulfill both roles equally well. It can function as what he defines World Standard Spoken English and it can appear in the form of

“New Englishes”, English local informal dialects. Jennifer Jenkins identified which pronunciation features are crucial for mutual understanding when a non-native speaker talks to another non-native speaker and which are not at all important, often not the same features that are crucial and unimportant for a native speaker of English. After doing a lot of research, the aim of which was “to find out which features of British/American English pronunciation are essential for intelligible pronunciation, and which are not, the British linguist concluded that the important features are:

- all the consonants, except for “th” sounds as in “thin” and “this”;
- consonant clusters at the beginning and in the middle of words;
- the distinction between long and short vowels;
- nuclear stress (the stress on the most important word (or syllable) in a group of words).

She also studied some pronunciation items that are usually taught on English courses but which appear not to be essential for intelligibility in EIL interactions. According to her findings these are:

- the “th” sounds;
- vowel quality;
- weak forms;
- features of connected speech such as assimilation;
- word stress;
- pitch movement;
- stress timing.

All these things are said to be important for a native speaker listener either because they aid intelligibility or because they are thought to make an accent more appropriate.

Students should be allowed the freedom to choose. That is, when they learn English in order to be able to use it in international contexts with other non-native speakers who have different first languages, they should be given the choice of acquiring a pronunciation that is more relevant to EIL intelligibility than what most of the pronunciation syllabuses offer. *“Upto now, the goal of pronunciation teaching has been to enable students to acquire an accent that is as close as possible to that of a native speaker. But for EIL communication, this is not the most intelligible accent and some of the non-core items may even make them less intelligible to another non-native speaker. The non-core items are not only unimportant for intelligibility but also socially more appropriate. After all, native speakers have different accents depending on the region where they were born and live. So why should non-native speakers of an international language not be allowed to do the same?”*

Thirdly, students should be given plenty of exposure in their pronunciation classrooms to other non-native accents of English so that they can understand them easily even if a speaker has not yet managed to acquire the core features. In Jennifer Jenkins' opinion, this is much more important than having classroom exposure to native speaker accents. When teaching English pronunciation one must always be aware of the most frequent difficulties that a foreign learner will encounter. The most important of these are described in “English Language Learning and Teaching. Pronunciation”: The English language does not have more single consonant sounds than the majority of other languages.

The exact number of distinct vowel sounds depends on the variety of English: “for example, Received Pronunciation has twelve monophthongs (single or “pure” vowels), eight diphthongs (double vowels) and two triphthongs (triple vowels); whereas General American has thirteen monophthongs and three diphthongs. Many

learners, such as speakers of Spanish, Japanese or Arabic, have fewer vowels in their mother tongue and so may have problems both with hearing and with pronouncing these distinctions". In its syllable structure, English allows for a cluster of up to three consonants before the vowel and four consonants after the vowel (e.g., *straw*, *crisps*, *glimpsed*). "The syllable structure causes problems for speakers of many other languages. Japanese, for example, broadly alternates consonant and vowel sounds so learners from Japan often try to force vowels in between the consonants (e.g., *desks* /desks/ becomes "desukusu" or *milk shake* /milkʃeɪk/ becomes "mirukushēku"). In SLA, this effect has also been attributed to early reading in English; the reader believes each letter must be sounded out, but is yet to learn clusters, so resorts to inserting vowels between the consonants to pronounce everything they see. Learners from languages where all words end in vowels sometimes tend to make all English words end in vowels, thus *make* /meɪk/ can come out as [meɪkə]. The learner's task is further complicated by the fact that native speakers may drop consonants in the more complex blends (e.g., [mʌns] instead of [mʌnθs] for *months*)".

Native English speakers frequently replace almost any vowel in an unstressed syllable with an unstressed vowel. Stress in English more strongly determines vowel quality than it does in most other world languages.

The Romanian learners, sometimes even those that have reached a high level of English, encounter difficulties:

- when having to pronounce the /θ/ and /ð/ sounds,
- they overemphasize the [r] sound,
- they do not always make the distinction between the parts of

speech that are homographs and that are differentiated only by the

morphological accent: For example many will not be able to distinguish

between the following verbs and nouns:

Nouns Verbs

ˈrɛkɔrd	to re ˈkɔrd
ˈtrɑnsɔrt	to tran ˈspɔrt
ˈdi:kri:s	to decl ˈri:s
ˈkɒntrɑst	to con ˈtrɑst
ˈkɒndʌkt	to con ˈdʌkt
ˈkɒmpaʊnd	- to com ˈpaʊnd
ˈprɒtɛst	to pro ˈtɛst
ˈæbrɪkt	to abs ˈtrækt
ˈpreznt	to pre ˈsɛnt
ˈprɒdʉs	to pro ˈdʉs

- they do not always make the distinction in pronunciation between long and short vowels (when listening to a text they very often rely on the context to distinguish between these two types of vowels)

- the unstressed vowels and the connected speech may cause problems too.

English tends to be a stress-timed language – this means that stressed syllables are roughly equidistant in time, no matter how many syllables come in between. Most of the world's other major languages are syllable-timed. Learners from these languages often have a staccato rhythm when speaking English that is disconcerting to a native speaker. In English there are about fifty words that have two different pronunciations, depending on whether they are stressed. Most students tend to overuse the strong form. Assimilation, elision and epenthesis, not clearly marked off word boundaries are some of the processes that can cause confusion to the learners who listen to natural spoken English.

An experienced Romanian teacher of English will be aware of the above mentioned aspects and will try to draw his students' attention to these. When listening to non-native speakers of English, the principal characteristics that make their speech obviously foreign should be mentioned as well. In order to increase the learners' awareness of these characteristics they could be given as a short class activity to imitate some of the accents. The Romanian cadets will certainly participate in missions abroad, will interact with various foreign officials and will fight in theatres of operations where they should be able to interact with military whose mother tongue will not always be English and whose pronunciation of the language will sometimes be far from perfect. There have appeared courses of military English that try to cater for the need of the students to listen to various foreign speakers. One of these is Campaign. English for the Military by Simon Mellor-Clark, Yvonne Baker de Altamirano, Randy Walden, Nicola King and Charles Boyle, published by Macmillan. The description of the listening materials shows that one can find "realistic listening scenarios" and "a wide variety of accents" that reflects the reality of international operations.

Learners generally need attention on all aspects of pronunciation, although individual learners may need more help in some areas than in others. It is

important, however, to focus attention on pronunciation as early as possible, and to integrate it as much as possible with other areas of language learning, so that the gains are felt in spontaneous speech and not just in pronunciation exercises. There is certainly a place for the separate language clinic in which specific problems are addressed, but to rely only on remedial strategies is to leave it far too late: learners need proactive attention on how to speak the language intelligibly from the very beginning.

Pronunciation teaching should not be seen as 'fixing problems' but rather as 'teaching how to speak'. Learners who start with a focus on pronunciation at the beginner level also find they acquire a useful metalanguage – for example, terms such as 'stress' and 'unstress', 'weak form', 'rhythm', 'schwa' and soon. This helps them tackle pronunciation issues throughout their learning. In addition, an early acquaintance with the phonemic structure of English, however basic, can help learners realise that English is not a phonetic language, and this can help with writing and grammar development, too!

3.2 The main techniques of teaching different types of pronunciation in EFL classes.

A few writers place great emphasis on the fact that decisions pertaining to the use of specific pronunciation techniques (and not only) should be based on an analysis of learners' needs in a particular ESL/ EFL context.

Given the rising status of pronunciation in EFL speaking and listening pedagogy as manifested in ELT and AL manuals, as reflected in research studies, as demonstrated by our research and as recognised by scholars in the field of ELT, it is now timely to seek to establish a rightful place for pronunciation in order to avoid re-living the past. We have experienced the rise and fall of pronunciation in the language curriculum and now that pronunciation seems to be on the rise again, it is important for scholars, researchers, language teachers and teacher trainers to seize this opportunity and try and establish a rightful place for pronunciation in ELT.

Drills went out of fashion with audiolingualism because they became associated with mindless and repetitive approaches to teaching. However, drills definitely do not have to be mindless, and they offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most learners love them, as long as they are done confidently and do not dominate teaching. Choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice. Individual drills, in which the teacher selects a student to repeat the item individually after it has been practised in unison, allows the teacher to assess individual progress.

To help	Techniques
practisesounds	Choraldrilling, individualdrills
highlightstress	Clapping, clicking, tapping, gesture, elastic bands, dada language, punches in the air, dots, underlining
correctandgivefeedback	A repertoire of gestures, empathy, sense of humour
teacharticulation, linkingetc.	Imitation, mirrors, finger models of the mouth
correctarticulation, linkingetc.	Sense of humour, facial expression, empathy, fingers in mouth, mirrors
pinpointareastocorrect	Fingerdrilling, gestures
manage multilingual classes	Teacherchecklist
encourage practice outside the classroom	Pronunciation homework

Marking stress

Unlike other languages, the word stress patterns of English are relatively unpredictable, and so stress must be marked when dealing with new vocabulary.

Some teachers use big dots for stressed syllables and small dots for unstressed syllables in a single word. One set of dots is plenty for the teaching of word stress, although the smaller dots are useful for marking unstressed syllables within a sentence, as we shall see in the activities described below. For marking stress when speaking, claps, clicks, stamps or punching gestures can be used. If learners are having trouble with the concept of stress, try getting them to stretch an elastic band around their fingers. Get them to pull their fingers apart on stressed syllables, and release the pressure on unstressed syllables, so that they can ‘feel’ the stress physically as the elastic band stretches and relaxes on their fingers.

Some people feel reluctant to correct the speech of adults, especially those who have had little previous classroom experience. However, the learners themselves are usually grateful that they are finally getting some feedback and guidance in their pronunciation. Of course, correction of any kind needs to be targeted, sensitive and constructive. It is helpful to have a repertoire of different signals that indicate the nature of the problems. Some of these are listed in Figure , but your class will soon get used to whichever signals you use.

Signal	What is being signalled
Punch in the air	A stress difficulty
Fingers closing together	Final consonant absent (hand open, fingers spread and then brought together)
Hand and arm waved up or down	Intonation
‘Thoth’ – a small frill-necked lizard	‘A reminder to put the tongue between the teeth to say / θ/ squeezy toy with a tongue that pokes out when pressed

Although by far the best way of learning to say something is to listen carefully and to imitate, some learners find it helpful to be able to analyse how a sound is made, or to see how it may be different from a similar sound in their own language. A good example of where such illustrations can be useful is the practising of the difference between /l/ and /r/. After learners have listened to these sounds in context and in isolation, they may find it helpful to be shown that a crucial difference between these two in English is that the tongue curls back and does not actually touch the roof of the mouth for /r/, but does touch it for /l/. You can demonstrate this by curling one hand to represent the roof of the mouth, and using the other to demonstrate the action of the tongue in each case.

Managing multilingual classes

⁴⁸Since a learner's first language strongly influences their pronunciation in English, it is useful to give each learner their own, individualised practice to help with particular issues. One way of keeping tabs on this is to assign practice utterances to individual students and keep a running record of what you have assigned to whom. For example, perhaps a student 'Minh' in your class has a particular difficulty with word-final consonants and liaison. One day, you notice in class that she has problems with the phrase 'Can I pick it up?', and so you assign this utterance to her for extra practice, and then ask her to say it to you later in the week. Trigger questions or statements that lead on to the target utterance are useful devices to monitor progress in a light-hearted way. For example, you could say to Minh, 'Oh, I dropped it!', and this would be her cue to say her practice utterance. By keeping a record of the triggers and practice utterances for each member of the class, you can target particular issues with individuals in a way that sounds like natural speech.

Specialised activities dedicated to the practice of a particular feature of pronunciation offer a useful 'off-the-peg' way of introducing and practising

⁴⁸Flege, J. (2003). Assessing constraints on second-language segmental production and perception. In A. Meyer & N. Schiller (Eds.), *Phonetics and phonology in language comprehension and production, differences and similarities* (pp.319-355). Berlin: Mouton de Gruyter.

pronunciation. If the right material can be found, these specialised activities are usually easy to organize and fun to do. However, since our aim is for learners to acquire good pronunciation along with other aspects of language, activities that can be thoroughly integrated into the usual program are also essential. A combination of both is likely to offer the most successful mix, and a range of activities designed to practise the different features of pronunciation.

Pronunciation homework

You can have your learners practise their utterances for homework, and use your trigger questions to check up on whether they have made progress. Far from feeling hounded, most learners really appreciate this personal attention from the teacher.

Dedicated or integrated activities

⁴⁹One of the techniques that is used in this technique in this method is drilling. Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes: repetition, inflection, transformation and many others.

Word – association drill

In this type of drilling , the teacher pronounces some vocabulary and the students repeat it or students are asked to practice. Then, teacher writes down more vocabulary and the teacher pronounce English phonemes. After teacher pronounce one of phonemes the students are asked to predict on what word the phonemes is base on the written words. Furthermore, we can see on the example:

⁴⁹Chen, S. (1997). *The Relationship between culture and foreign language teaching*. Foreign Language Teaching Abroad.

1. In which of the following word, do we have sound /æ/ ?

a. Bed b. bad c. but d. bear e. beer

2. In which of the following word, do we have / e /?

a. bag b. mail c. get d. lake e. feet

b. Saturation

In this type of drilling is suitable for all positions of the problematic sound for example sound /S/. It can be posited in:

INITIAL	MEDIAL	FINAL
See	paucity	peace
Seep	pistol	niece
Seed	leasing	purse
Sip	classic	less

c. Mobility Drill

As Rochmis and Doob states (1976) in Senel (2006), mobility drill is very important aspects in pronunciation teaching. In this type, teacher asks student to find out as many as vocabularies that the words beginning with the same letter and then asks students to pronounce them. Example:

Bat - boat - bike - ball - boy

See – she-sees-sea- shut

Think – thick- take- tack -thing

d. Comparative Drill

This type is almost the same as mobility drill but in this drill one of element that we pronounce are placed indifferent position. In this types of drilling, it may be is confusing because to distinguish the sound students needgood listening.

For example:

In drilling /f /, /v / and / p/, / f/, sounds

Fee- bee, feat- peat, freeze- breeze, visa- pisa, pig –fig.

Another example/ æ / and / e /

Sat- set, band- bend, sand- send, bad-bed, pan-pen

e. Substitution Drill

This type of drilling may be applied by substituting any sound instead of the other sound.

Example: /t/ instead of /_ / or /d/ in place of / ð / and many more. Here are some exercises:

a. This is thin/ tin

b. Did you see her lung/ lunch

c. Was it a brand / branch

d. He is our king/ kin

e. It is cheap/ chip .

⁵⁰There are many problems that are faced by EFL learners when they studying English. One of the most common problems is difficulties that happen during pronunciation teaching and learning process. Most of them feel difficult when they pronounce English words. It is caused by many factors. The factor can be age factor, phonetic ability, lack of practice, motivation, personality or attitude and mother tongue. The factors make students are not interested when they learn pronunciation in class room. Drilling technique is one of the ways that used in teaching English pronunciation that refers to behaviorist approach where the students are suggested to be familiar or used to the target language technique, the students are emphasized to do more practices (adopted from Rodger and Richards. In addition, base on Oxford Learner's Pocket, drilling technique is a way of teaching or learning pronunciation by repeating exercise. By applying this technique EFL learners are used to pronounce words accurately. Teaching English for many teachers is about making the students speak. In our days is in fashion to work within competences and the importance o communication in the classroom. When a teacher is so interested in getting to th class' goals, he might focus mainly in grammatical structures, meanings, an pragmatics and in certain specific language skills such as reading comprehension, writing, speaking and listening. However, the final two skills are not just about producing utterances but also about the way they are produced. Pronunciation and Stress are elements that need to be taken into account into the lesson planning processes of the courses. They are important because this help students not only to improve the way they are speaking but also because they make communication to be clearer and accurate and, collaterally, helping listening comprehension to be better. That is why we considered important to include in this paper, some examples of difficult consonants and techniques described in order tomake teachers and students be interested in paying more attention to pronunciation and stress. Also, by means of practicing pronunciation into our classrooms we help our students to improve their listening skill. According to our experience, many

⁵⁰Liu, H., &Yu, W. (1998). *Communication Skills and Oral English Teaching*. ForeignLanguageandForeign LanguageTeachingPress.

language students in our major complain about the difficulty of listening exercises in the courses or exams. We rarely make a reflection that this could be happening because there is little practice of pronunciation, intonation and stress and this is causing problems in recognizing patterns and native speakers' utterances. We assert that making pronunciation attractive and meaningful by means of the techniques here described, the students can improve their accuracy, fluency and communication. The activities that go hand by hand with the techniques can make the students to be aware of the sounds that can be confusing and therefore they will be cautious at the moment of both speaking and listening.

Finally, it is important to mention that teachers need to take into account pronunciation and intonation as important parts of language development. Students can master grammar and know where to use certain phrases but 'how' they do it is as important as the appropriate and correct speech accurately and enjoyable.

Conclusion

Regardless of different points of view, culture has taken an important place in foreign language teaching and learning studies as well as pronunciation. It has been widely recognized that culture and language is used as a main medium through which culture is expressed. However, "pure information" is useful but does not necessarily lead learners' insight; whereas the development of people's cultural awareness leads them to more critical thinking. Most frequently confronted that students to a great extent know the rules of language, but are not always able to use the language adequately as it requires since they are not knowledgeable enough about the target culture. Bearing all this in mind, the aim of this article has been to provide necessary information for the foreign language teachers and learners so that they can establish a good connection with the target language and its culture. A shift from a traditional to intercultural stance in EFL enhances students' awareness of the inextricable and interdependent relationship between language and culture and

teaching culture as an integral component of language teaching. It also helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology, phonology and syllabus design. This shift is a challenge that EFL teachers and learners have to deal with to meet the goals of foreign language education in our modern world. The present study, designed and conducted in two phases, explored possibilities of teaching discourse intonation to raise EFL students' awareness of its importance in communication. Such attempts were based on participant perceptions of the need to approximate to a native-speaker model. Results showed that TEFL students in an EFL context such as Uzbekistan, who were to become teachers of English, expressed their aspirations for learning to speak English by referring to a native-speaker model. The awareness-raising activities based on such perceptions also produced some evidence that supports the teaching of discourse intonation to EFL students to build their confidence and to improve their communicative competence. I would like to conclude that even if it is unrealistic to expect TEFL students to reach native-like pronunciation/intonation, the kind of training reported here helped them to lay a solid foundation for their professional development, which, in turn, will help deepen their understanding of the models/varieties in existence and then develop their own in the future. The role that this kind of training played in helping them to improve listening comprehension should also be obvious.

This study, therefore, concentrates on the role of English as a means of communication. In so doing, specific focus will be placed on the study of spoken discourse. Thus, first of all the nature of communication will be explored in order to clarify what it is that constitutes the needs of learners and the objectives of the course. In particular, the notions of communicative and pragmatic competence will receive special attention.

The study of spoken English as a means of communication inevitably requires a cultural perspective as well. When people from different cultural backgrounds

communicate with each other, they usually reveal their own culture-bound communicative patterns even if they are ostensibly communicating in the same language. Moreover, these patterns often emerge subconsciously. Conversational interactants on both sides are usually unaware that the specific conversational style of their partners derives from different cultural dispositions. This sometimes results in misunderstanding, for example, of the personality of their conversational partners or worse: when the encounters involve serious social settings such as job interviews or courtroom hearings, lack of awareness could cause serious disadvantages on the side of less powerful interactants. It is essential that the study of spoken English as a means of communication include a cross-cultural perspective. It, therefore inevitably combines the study of language and culture. Thus, this research aims to combine the study of spoken English with that of culture. This perspective has been chosen with special reference to Uzbek speakers of English. Notwithstanding the fact that the study of English as a means of communication is receiving more and more attention these days, specific studies of Japanese speakers of English in this area still seem to be limited. Moreover, although there is a general recognition that the teaching should be directed towards spoken communication, there does not yet seem to be a comprehensive approach to the teaching and learning of English as a means of communication which is based on firm theoretical considerations. To create an effective language teaching and learning environment which takes into consideration learner needs and differing social contexts, a sound theory which underlies and supports teaching methods and materials is essential. In this sense, this study can also be said to be a process of enquiry, which attempts to combine a theoretical study of language as a means of communication and practical pedagogic concerns based on a discussion of the theory. The enquiry then has three purposes. The first is to investigate the theories of communication and formulate a descriptive model based on the discussion. The second purpose is to apply the descriptive model to empirical data with a view to turning the findings to pedagogic advantage. Thirdly, the process of enquiry itself is meant to have a direct bearing on pedagogy

in that It is intended to provide a model for a consciousness-raising pronunciation which can be made relevant to actual classrooms. Culture awareness has become an important focus of modern language education, a shift that reflects a greater awareness of the inseparability of language and culture, and the need to prepare students for intercultural communication. The paper reports on an ongoing study into the presence and status of cultural understanding in EFLteaching. In this paper, the underlying assumptions and influences of culture awareness in language teaching and learning critically analyzed. We can conclude that by including pronunciation into our classroom we can make the students to feel the beauty of the language, to learn the importance of the different accents and how a simple change in the pitch of the utterance can turn a simple plain sentence into words of joy, fear, sarcasm, doubt, boredom or excitement.

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