

METHODOLOGY OF TEACHING PRONUNCIATION IN ESL

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Abstract: This article discusses methodologies for teaching pronunciation in English as a Second Language (ESL) and the challenges faced by learners, particularly in the context of transferring phonetic features from their native language. It emphasizes that pronunciation encompasses both segmental and suprasegmental features, such as stress, rhythm, and intonation. Historically, pronunciation instruction focused on the accurate production of individual sounds, but with the advent of communicative language teaching, emphasis shifted to suprasegmental features. However, it is now recognized that both segmental and suprasegmental aspects are important for achieving intelligibility. The article provides pronunciation practice exercises, such as reverse dictation and focusing on individual sounds, as well as an analysis of typical pronunciation errors, such as the substitution of interdental consonants or mispronunciation of silent letters.

keywords: ESL pronunciation, segmental features, suprasegmental features, phonological acquisition, communicative language teaching, pronunciation instruction, diagnostic testing, controlled practice, guided practice, communicative practice, phonetic accuracy, fluency, linguistic expression.

Аннотация: Эта статья обсуждает методики обучения произношению в английском как втором языке (ESL) и проблемы, с которыми сталкиваются учащиеся, особенно в контексте переноса фонетических особенностей из родного языка. Она подчеркивает, что произношение включает как сегментальные, так и сверхсегментные особенности, такие как ударение, ритм и интонация. Исторически преподавание произношения сосредотачивалось на точном воспроизведении отдельных звуков, но с развитием коммуникативного метода обучения языкам акцент стал переноситься на сверхсегментные особенности. Однако сейчас признается, что как сегментальные, так и сверхсегментные аспекты важны для достижения понятности. Статья предлагает упражнения для практики произношения, такие как обратная диктовка и работа над отдельными звуками, а также анализ типичных ошибок в произношении, например, замены межзубных согласных или неправильного произношения беззвучных букв.

Ключевые слова: Методика преподавания, произношение, английский как второй язык, сегментальные особенности, сверхсегментные особенности, коммуникативный метод, практика произношения, анализ ошибок.

Annotatsiya: Bu maqola ingliz tilini ikkinchi til sifatida o'rganuvchilarga talqin berish metodlarini va o'rganuvchilar tomonidan yuzaga kelgan muammolarni, xususan asosiy tilidan foniya xususiyatlarini o'tkazish muammolarini baholashni baholaydi. U taqlid etishni tan olinganligi orqali tarjima tizimlarini ko'rib chiqadi, ta'kidlaydi ki, talaffuz o'z ichiga segmental va sviresegmental xususiyatlar, masalan, qalqib chiqarish, ritm va intonatsiya kabi xususiyatlarni o'z ichiga oladi. Tarixiy ravishda, talaffuz ta'limi shaxsiy ovozning to'g'ri ifodasiga e'tibor qaratdi, lekin kommunikativ til o'rgatishning kelishi bilan, e'tibor sviresegmental xususiyatlarga aylanishdi. Biroq, hozirgi kunda, segmental va sviresegmental taraflarning ham ikki joyi borligi tan olinadi va qondishuvni amalga oshirishda muhimdir. Maqola, teskari diktantiya va bitta ovozli harflarga ega bo'lgan talaffuz amallari, masalan, interdental konsonantlar almashtirilishi yoki noqulay harflarni noto'g'ri talaffuz qilinishi kabi, maqolalarning tavsifi sifatida talaffuz amallari ta'lim etadi.

Kalit so'zlar: O'rgatish metodikasi, proiznosh, ingliz tilini ikkinchi til sifatida, segmental xususiyatlar, sviresegmental xususiyatlar, kommunikativ metod, proiznosh amaliyoti, xato tahlili.

“Sometime when I speak to native American. I guess because of my Chinese a sense or mispronounce the word, they ask me wind did you say. can you repeat, or I beg your pardon. Sometime my face turn red. and become so embarrassed in front of them. I remembered once my tears were in my eyes ”

Graduate understudy in an ESL elocution course

Pronunciation (moreover known as phonology incorporates the part of person sounds and sound portions that's highlights at the segmental level, as well as suprasegmental highlights such as stretch beat and sound The truth that few moment dialect learners are able to talk a moment dialect without appearing prove of the exchange of articulation highlights of their local dialect is prove of the trouble of obtaining a nativelike articulation but moreover of the objective learners set for themselves. Numerous learners are very comfortable to appear prove of their local dialect on their moment dialect phonology, since it is some of the time seen as a center portion of their social personality. Approaches to the instructing of articulation have changed essentially all through the later history of dialect instructing moving past an accentuation on the precise generation of person discourse sounds to concentrating more on the broader, communicative angles of associated discourse Numerous instructors, be that as it may are uncertain as to the status of articulation and whether or how it ought to get precise consideration in a dialect course. Pronunciation instruction must be instructed as communicative interaction beside other perspectives of talked talk, such as practical meaning and nonverbal communication. The affirmation that articulation includes both segmental and suprasegmental highlights highlight the complexity of acing a moment language s phonological framework. The perception that moment dialect learners frequently carry over elocution highlights from their local dialect underscores the challenges in accomplishing native like articulation. This marvel reflects not as it were the etymological trouble but moreover the social importance connected to dialect and identity.

Understanding Phonetics and Phonology

So distant, we've been talking approximately talking, saying words out loud, and thinking about how one word offers characteristics of articulation with another word. When doing translation in phones I tend to urge misplaced on the tones. The limerick as a lovely shape can be characterized in terms of its rhymes and stretch design. Utilize the information you have got to clarify the stretch design of limericks. We have investigated a few of the disarrays that flourish in English spelling and we have found what a parcel we as of now know approximately phonetics. On the off chance that we dig a small more deeply into what phoneticians do with this information, we'll discover that there are by and large three distinctive approaches that can be taken or three distinctive ways in which we will see at a discourse sound and at discourse. Portraying how sounds are made is the trade of articulatory phonetics which advises hypotheses of discourse generation. We know a part approximately this and such information lies behind the organization of the IPA chart. Learning all almost the enunciation of discourse sounds can in some cases appear a or maybe overwhelming suggestion. Butin the event that you bear in intellect that all you're doing is learning almost the developments made by the tongue and lips and a certain sum around the life systems of the interior of the mouth and throat the vocal tract at that point that can offer assistance to keep it all in proportion it may be a miniature division of the information you'd got to be a specialist, for example

Phonetics and phonology are constantly connected but though you'll be able ponder phonetics without ever truly going into phonology, phonology is closely subordinate on phonetics for the information on which it depends to arraign its contentions Gussenhoven and Jacobs 2005. For illustration, both GAM and MRP can be said to have two p sounds. There's the p sound in stick and the p sound in Spain. If you say these out loud or tune in carefully to a native speaker of either of these highlights saying these words, you

may listen an h sound taking after the p sound in stick, but there's no h sound in Spain. Cautious analysis of parcels of comparable cases will affirm that in words like stick, pear, pot, pie, Diminish, speakers of these two fundamental components articulate ph whereas in words like Spain, turn, spare, spend, spy, they articulate fair p. Typically a phonetic portrayal of the pronunciation.

THE SEGMENTAL/ SUPRASEGMENTAL DEBATE

Pronunciation

instruction generally has emphasized masters of person sounds. With the approach of Communicative Dialect Educating, the center moved to familiarity instead of exactness, empowering a nearly elite accentuation on suprasegmental. In any case, fair as ESL. teachers have recognized that an accentuation on meaning and communicative expectation alone will not suffice to realize syntactic exactness, elocution has risen from the segmental suprasegmental wrangle about to a more balanced see, which recognizes that a need of comprehensible can be ascribed to both smaller scale and large-scale highlights. It is evident that learners whose command of sounds goes astray as well broadly from standard speech will be difficult to get it no matter how target like their push and sound may well be. In this way, it is not a address of choosing between segmental and suprasegmental but of identifying which highlights contribute most to kick of comprehensible, and which can be most valuable within the communicative situations in which our learners will have to be. function.

English Elocution Hone Exercises

1. Invert Dictation

Goal: To check how effortlessly justifiable your articulation is.

Phones are the extreme contraption for examining. You'll be able. utilize your phone to survey flashcards, check the dictionary, and yes, indeed to test your English pronunciation.

One way to do this can be. through invert transcription. Correspondence implies to tune in to somebody talking and after that. type in down what they say.

Reverse correspondence turns that around. This time, it s you who needs to speak and your phone will be the one composing down what you say.

You can at that point say basic sentences or indeed manage a entirety basic need list out boisterous In case your phone closes up incorrect spelling a word, at that point most likely your articulation of that word is less clear. The excellence of this strategy is that you simply. can rehash the sentence until your phone recognizes each word perfectly.

2. Sound Mastery

Goal: To center on a single sound in English

Regardless of your level of capability in English, there might still be a couple of sounds that you're having a difficult time with. As a rule, what makes these sounds so troublesome is that you re not utilized to articulating them.

To make these sounds more commonplace, the key is reiteration. Take one sound that you re not as comfortable with and make a list of words with that sound. At that point compose down each word on a record card.

Then you ought to scramble these cards into places where you ll see them each day. You might put one file card in your laboratory, another interior your wallet and a third one on your computer.

Whenever you see a card, say the word on the card out uproarious. Every time you experience the words, you ll get increasingly sure with articulating the sound

Error Analysis

In this segment, a few shapes of English elocution blunders articulated by understudies were presented.

1. Mistakes in articulating interdental consonants and

An interdental consonant may be a consonant sound that's shaped by setting the tongue on a tooth, such as a consonant sound [θ] on word „thick“ and [ð] on word

„though“ in English. The sound of this consonant did not exist in Indonesian, so it was normal that numerous English dialect learners in Indonesia had trouble saying sounds

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1. Blunders in pronouncing interdental consonants and

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In this segment, a few shapes of English pronunciation errors articulated by students were presented.

1. Mistakes in articulating interdental consonants and

An interdental consonant could be a consonant sound that's shaped by putting the tongue on a tooth, such as a consonant sound [θ] on word „thick“ and [ð] on word

„though“ in English. The sound of this consonant did not exist in Indonesian, so it was normal that numerous English dialect learners in Indonesia had trouble saying sounds or in English. Sound and were supplanted by sound d and t.

Here were a few illustrations of words that sounded in English.

Table 1: Mistakes in articulating interdental consonant and

2. Mistakes in articulating the sound of the consonant labiodental v

The labiodental consonant could be a consonant sound delivered by joining together the lower lip with the upper teeth. For illustration, consonant sounds f, v, and w. The prevailing error was consonant sound [v] and was supplanted by consonants f. Sound v in

English was articulated v in full voice, sounds almost similar to half letter sounds

b) with a moan of two voicing lips. In spite of the fact that Indonesian moreover has sound v but there were not numerous Indonesian vocabularies that contained sounds v. By and large, letters

or sounds [v] were within the fasten words. This caused numerous understudies making blunders in pronouncing the words with the starting of the consonant sound v. For illustration,

they articulated “feri” for word “very” and seif for word save.

2. What are illustrations of Articulation Symptomatic Testing?

A common illustration of symptomatic testing instrument to evaluate elocution is to have learners record a section such as:

Please call Stella. Inquire her to bring these things with her from the store Six spoons of new snow peas, five thick pieces of blue cheese, and possibly a nibble for her brother Sway. We too require a little plastic wind and a huge toy frog for the kids. She can scoop these things into three ruddy packs, and we'll go meet her Wednesday at the prepare station Jones, 2019, p. 33.

Teachers can at that point analyze students' elocution based on a few highlights such as consonant and vowel sounds, consonant clusters, word stress, pausing chunking, and or connecting sounds. As for the criteria, instructors can rank these highlights.

Examples of how to rank pronunciation features	
1. not intelligible / clear	1. needs improvement
2. somehow intelligible / clear	2. OK
3. intelligible / clear	3. good

Table 1. Examples of how to rank pronunciation features

A COMMUNICATIVE System FOR Instructing PRONUNCIATION

Controlled Practice

At the starting, in more controlled exercises, the learner s consideration ought to be centered nearly totally on shape. Any kind of choral perusing can work in case the learner s consideration is clearly centered on the target include. Lyrics, rhymes. discoursed, sensational monologues all of these can be utilized in the event that the substance and level lock in a learner s intrigued. When performed with understudy accomplices, contextualized negligible combine exercises as specified over are a combination of controlled hone for the speaker and tuning in segregation for his or her partner.

4. Guided Practice

In guided exercises, the learner s consideration is not completely on frame. The learner presently starts to center on meaning, language structure, and communicative aim as well as pronunciation. Instructors have to be create a continuum of bridging exercises, which shift consideration steadily to a unused cognitive assignment whereas the learner endeavors to preserve control of the elocution target. As an illustration, Hewings and Goldstein 1998. p. 127 make utilize of a memory action whereas practicing s endings. Understudies are educating tea think about a picture containing a number of common objects for one minute two bridges, three bags, four glasses, etc. With the picture covered up, they at that point attempt to recount the proper number of each thing, whereas concentrating on articulating the plural s correctly.

In conclusion, successful articulation instruction in ESL includes a multifaceted approach that addresses both segmental and suprasegmental highlights of discourse. Recognizing the noteworthiness of phonological securing and the challenges learners confront in accomplishing native like articulation, teachers must receive procedures that coordinated articulation hone into significant dialect utilize. By grasping communicative dialect educating strategies and giving focused on elocution hone works out, instructors can enable learners to explore the complexities of English elocution whereas regarding their etymological and social foundations. Eventually, a comprehensive approach to instructing elocution not

as it were upgrades learners' communicative competence and certainty but too cultivates a more profound appreciation for the differing qualities of etymological expression.

Furthermore, the advancement of articulation instruction reflects a broader move towards communicative dialect teaching, emphasizing the integration of elocution into all dialect abilities. In spite of instabilities among teachers with respect to the efficient consideration given to articulation, it is obvious that compelling elocution instruction is vital for improving learners by and large dialect proficiency.

By joining controlled, guided, and communicative hone exercises, teachers can make a strong learning environment where learners create both phonetic exactness and familiarity. Through symptomatic testing and needs investigation, instructors can tailor their instruction to address person learners' qualities and shortcomings, guaranteeing a more personalized and viable learning experience.

In substance, a comprehensive strategy for instructing elocution engages learners to successfully communicate in English whereas grasping the abundance of etymological differences.

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