



## IMPORTANCE OF TEACHING PRONUNCIATION IN LANGUAGE LEARNING

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### ABSTRACT

*Elocution is the establishment of talking. English, both composed and talked, has been acknowledged as the prevailing methods for correspondence for the vast majority of the world however a few mistaken assumptions have been caused by unseemly elocution (Yong, 2004).*

*Despite the fact that elocution has an imperative place in English as an outside dialect (EFL) educating and learning, it is apparent that EFL instructors encounter a few issues in articulation classes. Along these lines, this examination expects to survey a few investigations on instructing elocution to exhibit fundamental data and answers for the issues experienced in articulation classes. The reason for this paper is to call attention to the significance of instructing articulation in dialect learning.*

*As needs be, it is prescribed that instructors ought to be prepared to be great models for students. For this reason, educators should utilize proper methodologies in elocution to show all the more adequately by the methods for later innovative advancements. What's more, as the absence of learning of suitable procedures in elocution classrooms is an exceptional issue, educators should raise their consciousness of present day methodologies and apply them in their classrooms. Last, educators ought to analyze the current and ongoing methodologies on articulation and endeavor to incorporate the most appropriate ones to their classes.*

**KEYWORDS:** Teaching Pronunciation Language Learning.

### INTRODUCTION:

English Pronunciation guidance is troublesome for a few reasons. Educators are left without clear rules and are looked with conflicting practices for elocution guidance. There is no settled efficient strategy for choosing what to instruct, when, and how to do it. Because of these issues, articulation guidance is less critical and instructors are not exceptionally agreeable in showing elocution in their classes.

With the end goal to make oneself comprehensible and to comprehend the talked dialect, one must have a decent learning of the articulation of that dialect. The significance of elocution takes a significantly more noteworthy hugeness when we comprehend the association among articulation and different parts of dialect utilize, for example, listening perception, spelling, language structure and perusing. Along these lines, in English dialect instructing, consideration ought to be paid to the educating of articulation all through all phases of the whole learning procedure.

Talking about educators' perspectives on elocution and students' challenges with it, it is important to state that taking in the articulation of English doesn't mean figuring out how to articulate the individual vowels and consonant sounds. The extent of articulation is a lot more extensive than a stock and portrayal of sounds. It grasps the components of cadence and sound, which work in the correspondence procedure. In

this manner, any student of English for open purposes needs to take in the cadence and inflection of English. In addition, some of the time it is extremely troublesome for understudies to hear and articulate a few sounds, for example, the contrast between the vowel sound in the ship and the vowel sound in sheep or the distinction between the vowel sounds in same and sat, father and call, love and shading and so on. Frequently, a student's troubles with articulation begin from an error of the spelling framework as opposed to a trouble with the elocution of the sounds.

The beat of English is made by the differentiation in syllable lengths inside words and also crosswise over word limits. For instance, in the word English the main syllable Eng-is articulated longer than the second syllable - lich. The extending of a syllable is adapted by pressure. At the point when syllables are unstressed, the elocution of the vowel in that syllable now and again changes, as it happens to the vowel in the second syllables of particle and nuclear. Accordingly, it isn't sufficient to know how a sound is articulated, on the grounds that its elocution can change when it happens in various settings. Sound is portrayed by the ascents and falls of the pitch when we talk. Where the ascents and falls happen in a sentence decides the significance of the sentence.

We trust that to end up proficient interpreters, understudies must gain exact elocution and also phonetic information. The necessary English phonetic course planned by the educators of our area of expertise advances the whole learning procedure. It includes the understudies in significant and informative exercises which make learning as intriguing and propelling as could reasonably be expected. (Parashchuk V and Dvorzhetska M. 2005.)

## PRONUNCIATION

Cook (1996 as referred to in Pourhosein Gilakjani, 2016) characterized elocution as the generation of English sounds. Elocution is found out by rehashing sounds and adjusting them when delivered mistakenly. At the point when students begin learning articulation they make new propensities and conquer the troubles coming about because of the main dialect.

As indicated by Yates (2002 as referred to in Pourhosein Gilakjani, 2016), articulation is the creation of sounds that are utilized for making meaning. Articulation is the creation of a sound framework which doesn't meddle with correspondence either from the speakers' or the audience members' perspective (Paulston and Burder, 1976). Articulation is the method for expressing a word in an adequate way (Otlowski, 1998). Besides, Richard and Schmidt (2002) characterized elocution as the strategy for creating certain sounds.

Morley (1991, 1998) and Derwing, Munro, and Wiebe (1998) who express that successful English articulation preparing ought to incorporate both 'segmental' and 'suprasegmental' viewpoints, that is sounds, stress, and pitch. The terms segmental and suprasegmental viewpoints were characterized by numerous specialists, for example, Morley (1991:26) as 'smaller scale and large scale level' and 'exactness based and familiarity based learning'.

## LINGUISTIC COMPETENCE

Linguistic competence allows one to form and interpret words and sentences of one's language.

## MAJOR COMPONENTS

- 1. Phonetics** - The articulation and perception of speech sounds.
- 2. Phonology** - The patterning of speech sound
- 3. Morphology**- Formation of words
- 4. Syntax**- Formation of phrases and sentences
- 5. Semantics**- Interpretation words and phrases

Encouraging English elocution is a testing undertaking with various destinations at each dimension. This guide on the best way to encourage articulation gives a short review of the fundamental issues to be tended to at each dimension, and in addition indicating assets on the site, for example, exercise designs and

exercises, that you can use in class to enable your understudies to enhance their English elocution aptitudes. Following each dimension are a couple of proposals for level suitable exercises. At long last, the most ideal approach to enable understudies to enhance their elocution aptitudes is to urge them to communicate in English as much as they can. Present the possibility that notwithstanding while doing homework understudies ought to peruse out loud. Figuring out how to articulate English well takes muscle coordination, and that implies practice - not simply mental action.

### BEGINNING LEVEL ENGLISH LEARNERS

1. **Syllable Stress** - students need to understand that multisyllabic words require syllable stress. Point out common syllable stress patterns.
2. **Voiced and Voiceless Consonants** - Teach the difference between voiced and voiceless consonants. Have students touch their throats to note the difference between 'z' and 's' and 'f' and 'v' to demonstrate these differences.
3. **Silent Letters** - Point out an example of words with silent letters such as the 'b' in 'comb', '-ed' endings in the past for regular verbs.
4. **Silent final E** - Teach the influence of the final silent 'e' generally making the vowel long. Make sure to point out that there are many exceptions to this rule (drive vs. live).

### IMPORTANCE OF TEACHING PRONUNCIATION

English articulation is a standout amongst the most troublesome abilities to gain and students ought to invest bunches of energy to enhance their elocution (Aliaga Garcia, 2007; Martinez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Reasonable articulation is one of the essential prerequisites of students' fitness and it is additionally a standout amongst the most imperative highlights of dialect guidance. Great articulation prompts learning while terrible elocution advances extraordinary troubles in dialect learning (Pourhosein Gilakjani, 2012). As indicated by Fraser (2000), educators ought to be given courses and materials that assistance them enhance their articulation guidance. She proceeded with that second dialect training examination ought not be worried about the hugeness of English articulation guidance however with the system of elocution guidance.

Morley (1991) expressed that reasonable articulation is the fundamental goal of elocution guidance. It is a fundamental segment of informative capability. Morley (1991) underlined that students ought to create useful comprehensibility, practical coherence, expanded self-assurance, discourse checking capacities, and discourse alteration systems. The objective of articulation guidance isn't to request that students articulate like local speakers. Rather, the understandable articulation ought to be the genuine motivation behind oral correspondence. On the off chance that students need to change the method for articulating English words, they need to change the manner in which they consider the hints of those words. This is genuine both for individual sounds and the greater parts of discourse, for example, syllables, stretch examples, and cadence. Shockingly, elocution guidance is once in a while overlooked in English dialect educating (Pourhosein Gilakjani, 2011; Pourhosein Gilakjani, 2016).

Harmer (2006) recommends in articulation encouraging students ought to be "given additional data about communicated in English and help them to accomplish the objective of enhanced appreciation and clarity" (P-248). Harmer demonstrates the prerequisite of clarity as opposed to flawlessness. He says "under the weight of such close to home, political and phonological contemplations, it has turned out to be standard for educators to consider clarity as the prime objective of articulation instructing". Concentrating on people sound, Minimal match bore, Pronunciation recreations Sound waves work on, Learning associated discourse Like different etymologists, Thornbury (2008) additionally concurs that clarity is more critical in English elocution. To him "understandability (i.e. being comprehended) could really compare to seeming like a local speaker". He additionally recommends that while instructing, educators should give exceptional regard for elocution whether it is clear, responsive, in setting, assertive and so on. (P-162).

He recommends a few procedures of showing articulation through a few activities: Preparing cards of rhyming words, e.g. take, make, do, genuine and so on. Recounting a story and watching students' missteps lastly revising them. Setting up a talking exercise, e.g. exchange, pretend, talk and so forth, the educator plays a short segment of a recorded discourse, and leaves a couple of minutes' quiet to permit the sound of the words enroll. The understudies are requested to reverberate the fragment inside, without talking. The educator replays the section. This time, the understudies 'sub vocalize', i.e. rehash the fragment imperceptibly. Next, the understudies are requested to talk resoundingly and in venture with the chronicle. The fragment is rehashed various occasions and afterward another portion is endeavored.

### The role of pronunciation within different approaches to foreign language teaching

1. From Price to Jespersen (1655 – early 20<sup>th</sup> century)
2. Audiolingualism and the Oral Approach (1940's – 1950's)
3. The Cognitive Approach and the Silent Way (1960's – 1970's)
4. The Communicative Approach (1980's and later)
5. Brain-based Approach

### Factors that Affect Pronunciation

#### ➤ Accuracy and Fluency:

We frequently consider elocution educating as far as helping understudies accomplish precise articulation with the goal that their generation of sounds, stress, musicality, and inflection starts to coordinate a perfect example. Be that as it may, precision is just a single piece of good elocution. Familiarity with creating sounds and different parts of elocution is similarly critical. The two don't generally go together. For instance, numerous understudies figure out how to create another sound effectively when they're focusing deliberately and saying only it or in a solitary word. When they have to utilize that equivalent sound in discussion, in any case, it's considerably more hard to continue creating it effectively they can't articulate the sound fluidly.

All things considered, in genuine talking, elocution is only one among numerous things that understudies need to consider. Vocabulary, punctuation, the thoughts they need to express, and the fitting level of affableness and convention likewise possess their consideration. It's difficult to utilize articulation precisely and easily in the meantime. Along these lines, when we're rehearsing elocution, we ought to incorporate a few exercises that stress articulation familiarity, talking easily and effectively, regardless of whether not every one of the sounds are flawless alongside exercises that underscore exactness delivering sounds accurately. Both precision and familiarity are imperative in elocution, similarly as they are in talking by and large, and both merit consideration and practice. (Pourhosein Gilakjani, A. (2016))

#### ➤ Motivation & Language Ego

For some individuals, it's difficult to complete something when they couldn't care less. Astounding elocution is frequently influenced by inspiration. On the off chance that the understudy does not mind they will most likely not enhance much. This is especially evident when the understudy achieves a dimension where individuals can comprehend them. When they are conceivable numerous understudies lose interests in further articulation improvement

Luckily, an educator can utilize different procedures to rouse understudies to center around enhancing their elocution. Making pertinence is one manner by which understudies inborn inspiration can be created.

Demeanor is firmly identified with inspiration. In the event that the understudies have negative perspectives of the objective dialect and are concerned that taking in the objective dialect is a social danger this will make dialect obtaining troublesome. Understudies need to comprehend that dialect learning involves learning of the way of life of the objective dialect. (Pourhosein Gilakjani, A. (2016))

### ➤ Age & Exposure

More youthful understudies, particularly 1-12 years old, have the most obvious opportunity at creating local like articulation. In the event that the understudy is more seasoned they will quite often hold a "highlight." However, familiarity and precision can accomplish similar dimensions respects of the underlying age at which dialect ponder started.

Presentation is firmly identified with age. The more bona fide encounters that an understudy has with the dialect the better their elocution typically is. The nature of the introduction is the instinctive nature of the setting and the genuine commitment of the understudy in hearing and interfacing with the dialect. For instance, an ESL understudy who lives in America will likely have significantly more introduction to the real utilization of English than somebody in India. This, thus, will affect their elocution. (Pourhosein Gilakjani, A. (2016))

### ➤ Native Language

The similitudes between the native language and the objective dialect can impact articulation. For instance, it is a lot simpler to move from Spanish to English elocution than from Chinese to English. For the instructor, understanding the sound arrangement's of our understudies' dialects can help a lot in helping them with troubles in elocution. (Pourhosein Gilakjani, A. (2016))

### ➤ Innate Ability

Ultimately, some simply get it while others don't. Diverse understudies have with changing capacity to get the hints of another dialect. A path around this is helping understudies to know their own qualities and shortcomings. This will enable them to create systems to move forward. (Pourhosein Gilakjani, A. (2016))

## CONCLUSION

Articulation ought to be seen as more than the right creation of individual sounds or words. It ought to be seen as an imperative piece of correspondence that is joined into classroom exercises. Instructors can ask their students to screen their own elocution and practice their talking aptitudes however much as could be expected in and outside the classroom. Reasonable elocution is a fundamental segment of informative capability. Considering this, educators should set possible objectives that are pertinent and reasonable for the correspondence needs of students. Elocution guidance needs to go for coherent articulation and instructors can effectively support their students' genuine creation, assemble articulation mindfulness and practice. Elocution guidance is vital on the grounds that it is the primary wellspring of comprehension. In the event that students can't express the right form of a word then they are not ready to impart accurately. Elocution guidance encourages students to have a superior comprehension of local speakers and enhances their capacity to convey effortlessly and viably.

The understudies should likewise turn out to be a piece of the learning procedure effectively associated with their very own learning. The substance of the course ought to be incorporated into the correspondence class, with the substance underlining the educating of segmental and suprasegmental perspectives, connecting articulation with listening cognizance, and taking into account important elocution practice. With the instructor going about as a discourse mentor instead of a checker of elocution, the input given to the understudy can urge students to enhance their articulation. It is of significance to fret about the encouraging of student inspiration, as it is viewed as the best and proactive power relationship prompt positive learning environment (Thanasoulas, 2002)

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