

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота

**ЕФЕКТИВНІСТЬ ВИМОВНОЇ ДІЯЛЬНОСТІ ЩОДО ВИКЛАДАННЯ
АНГЛІЙСЬКОЇ МОВИ У РІЗНИХ ВІКОВИХ ГРУПАХ**

БОЧКОР ЕМІЛІЇ ЖОЛТІВНИ

Студенки IV-го курсу

Освітня програма 014 Середня освіта (мова і література (англійська))

Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ

Протокол № / 2022 року

Науковий керівник:

**Сіладі Василь Васильович,
доктор філософії**

Завідувач кафедри:

**Берегасі Аніко Ференцівна
д-р габілітований, доцент
професор кафедри філології**

Робота захищена на оцінку _____, «___» _____ 2023_ року

Протокол № _____ / 2023_

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

**ЕФЕКТИВНІСТЬ ВИМОВНОЇ ДІЯЛЬНОСТІ ЩОДО ВИКЛАДАННЯ
АНГЛІЙСЬКОЇ МОВИ У РІЗНИХ ВІКОВИХ ГРУПАХ**

Ступінь вищої освіти: бакалавр

Виконала: студентка IV-го курсу
БОЧКОР ЕМІЛІА ЖОЛТІВНА
Освітня програма
014 Середня освіта (мова і література (англійська))

Науковий керівник: **Сіладі Василь
Васильович, доктор філософії**

Рецензент: **Фабіян Марта Юліївна,
старший викладач**

Берегове
2023

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

**THE EFFECTIVENESS OF PRONUNCIATION ACTIVITIES ON TEACHING
ENGLISH IN DIFFERENT AGE GROUPS**

Bachelor's Thesis

Presented by: Emilia Bocskor
a 4th year student

Professional Education program:
014 Secondary education (language and literature (English))

Thesis supervisor: László Szilágyi, PhD

Second reader: Márta Fábián, senior lecturer

ЗМІСТ

| | |
|---|----|
| ВСТУП | 6 |
| РОЗЛІЛ 1. ТЕОРЕТИЧНИЙ ОГЛЯД ПРО ВИМОВУ | 8 |
| 1.1 Що таке вимова?..... | 8 |
| 1.2 Елементи вимови..... | 9 |
| 1.3 Сегментарні аспекти вимови | 10 |
| 1.4 Надсегментарні аспекти вимови..... | 12 |
| 1.5 Важливість навчання вимови..... | 14 |
| 1.6 Роль вчителя..... | |
| 1.7 Фактори, що впливають на навчання вимови..... | 15 |
| 1.8 Цілі навчання вимови..... | 18 |
| РОЗЛІЛ 2. МЕТОДИ І ТЕХНІКА НАВЧАННЯ ВИМОВИ..... | 20 |
| 2.1 Яку модель вимови вчити? | 20 |
| 2.2 Викладання вимови в різних методах і епохах..... | 21 |
| 2.3 Техніка навчання вимові..... | 24 |
| 2.4 Навчальні діяльності та ігри вимови..... | 27 |
| РОЗЛІЛ 3. ДОСЛІДЖЕННЯ ЕФЕКТИВНОСТІ ВИМОВНОЇ ДІЯЛЬНОСТІ ЩОДО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ В РІЗНИХ ВІКОВИХ ГРУПАХ..... | 33 |
| 3.1 Процес дослідження..... | 33 |
| 3.2 Учасники..... | 33 |
| 3.3 Інструменти дослідження..... | 33 |
| 3.4 Аналіз анкети..... | 38 |
| 3.5 Результати та наслідки..... | 39 |
| ВИСНОВКИ..... | 39 |
| СПИСОК ЛІТЕРАТУРИ..... | 41 |
| РЕЗЮМЕ | 43 |
| ДОДАТОК..... | 45 |

CONTENTS

| | |
|---|----|
| INTRODUCTION | 6 |
| PART 1. A THEORETICAL OVERVIEW ON PRONUNCIATION | 8 |
| 1.1 What is pronunciation? | 8 |
| 1.2 The elements of pronunciation. | 9 |
| 1.3 Segmental aspects of pronunciation | 10 |
| 1.4 Suprasegmental aspects of pronunciation. | 12 |
| 1.5 The importance of pronunciation teaching..... | 14 |
| 1.6 The teacher's role..... | 15 |
| 1.7 Factors that affect pronunciation learning | 17 |
| 1.8 Aims of pronunciation instruction. | 20 |
| PART 2. PRONUNCIATION TEACHING METHODS AND TECHNIQUES..... | 21 |
| 2.1 What Pronunciation Model to Teach? | 21 |
| 2.2 Pronunciation Teaching in Different Methods and Era | 22 |
| 2.3 Pronunciation Teaching Techniques | 25 |
| 2.4 Pronunciation teaching activities and games..... | 28 |
| PART 3. RESEARCH ON THE EFFECTIVENESS OF PRONUNCIATION ACTIVITIES IN TEACHING ENGLISH IN DIFFERENT AGE GROUPS..... | 34 |
| 3.1 The Process of the Research..... | 34 |
| 3.1 Participants. | 34 |
| 3.2 Research Instruments | 34 |
| 3.3 The Analysis of the Questionnaire | 35 |
| 3.5 Results and Consequences | 41 |
| CONCLUSION..... | 43 |
| REFERENCE LIST | 45 |
| APPENDIX | 49 |

INTRODUCTION

The ability to perceive and produce language is essential for language use, language development, and language acquisition. In English language instruction, pronunciation is a crucial component of communicative competence because it affects motivation to use the language as well as the quantity and quality of input received and output generated.

Grammar, vocabulary, speaking, listening, reading, and writing are just a few of the things English teachers must incorporate into their short class time. Pronunciation is frequently pushed to the bottom of the priority list. Many teachers claim that there is simply no time to teach pronunciation. Students frequently believe it is unimportant because it will not be examined on their college entrance tests. However, pronunciation is critical if pupils need or wish to speak English clearly. The days when students just needed English reading and writing skills are long gone. Many or all of your pupils will need to speak and understand English in real life to communicate with both native English speakers and speakers of other languages, depending on where you teach. Even if students' grammar and vocabulary are excellent, their communication would suffer if their pronunciation is difficult to understand. We owe it to our kids to provide them with the resources they will need to communicate effectively in English. (Yoshida, M. T. 2016)

One of the most difficult aspects of language instruction in any setting is teaching phonetics and pronunciation. More than any other part of foreign language instruction, pronunciation necessitates direct individual interaction between the teacher and the student.

Linguists claim that the goal of teaching pronunciation has always been to assist EFL students in producing native-like English pronunciation. The emphasis of pronunciation education has shifted from how EFL learners can achieve native-like pronunciation to how they can effectively exchange information in oral conversation as more individuals utilize English as a means of cross-cultural communication. As a result, the goal of speech instruction has changed from native-like pronunciation to intelligibility.

This thesis is based on the works of linguists, who have dealt with the aspects of pronunciation, and the effectiveness of pronunciation activities. Some of them are Mark Hancock, Barbara Seidlhofer, Harold A. Underhill, Kelly Gerard, Marianne Celce-Murcia and David Crystal.

The *subject matter* of this thesis point out the effectiveness of the pronunciation activities on teaching English in different age groups.

The object this paper is to give information about pronunciation, about its fundamental elements, as well as methods, that can be used for teaching pronunciation.

The *purpose* of this year thesis is to give a large overview of kinds of pronunciation teaching methods, activities and games and to give information about their effectiveness.

The *method* of the study is an analysis of the data collected through a questionnaire about the effectiveness of the pronunciation activities on teaching English in different age groups, which is discussed in the third part.

The *theoretical value* of this paper lies on that it collects information about pronunciation itself, its most fundamental elements; it gives a description about methods, which can be used for teaching pronunciation. Furthermore, it also enumerates a couple of useful pronunciation activities.

The *practical value* of this thesis is that a research was conducted among 19 teachers in order to get information through their own experience about the effectiveness of pronunciation activities on teaching English in different age groups.

The thesis is divided into three parts:

The First theoretical part gives an overview of the pronunciation. It deals with the elements and aspects of pronunciation and its segmental and suprasegmental features. Apart from this there is a brief overview on the significance of teaching pronunciation. Moreover, the various factors that affect pronunciation learning, and the goals of teaching pronunciation.

The Second part of this paper is based on different methods and techniques that are used in teaching pronunciation to learners. This part also contains a description of a range pronunciation teaching activities and games that can be used in the classrooms.

The Third part of the paper includes a research on the effectiveness of pronunciation activities on teaching English in different age groups. For this research a questionnaire has been made and been filled out by 19 teachers. This research is analysed in detail in this part.

This paper can be useful for those, who wish to acquire information about the pronunciation itself, its crucial elements, and the process of pronunciation activities that was suggested by scholars.

PART 1. A THEORETICAL OVERVIEW ON PRONUNCIATION

Pronunciation teaching is the most complicated but significant aspects of ESL/EFL teaching. In the process of communication, pronunciation has great importance because successful communication takes place only with correct pronunciation. Bad pronunciation of English will make people misunderstand the speaker easily, whereas, good pronunciation will encourage them to listen the speaker willingly. The teaching of pronunciation is dealt from different point of view because influence of first language seems prominent in case of pronunciation and only gifted learners can attain the mastery over pronunciation, though they start learning language after puberty. (Nunan, 1991)

Pronunciation includes supra-segmental features and they are: sounds of the language, stress and rhythm and intonation. Each language has a great number of possible sounds. For example: English has forty-four distinctive sounds, whereas in English there are twenty-six alphabets. Since alphabets are not able to show the difference between different sounds like ‘th’ in this, that and ‘th’ in thank, throw. These difficulties can be removed by introducing International Phonetic Alphabets (IPA). So, teachers and learners require achieving essential knowledge on those sounds, especially the sounds related to English language. (Lindsay, 2000)

1.1 What is pronunciation?

The production of sounds used to convey meaning is referred to as pronunciation. In its broadest definition, it also includes attention to gestures and expressions that are closely related to the way we speak a language. This includes aspects of speech that go beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and rhythm (supra segmental aspects). (Yates, L 2002).

The process of teaching students to produce a language's sounds is known as pronunciation in language instruction. Language teachers must have a basic understanding of the academic fields of phonetics and phonology. But, teaching pronunciation is a more useful approach that involves identifying (possible) issues for learners and creating sound exercises for the classroom and outside to help learners develop an acceptable, understandable accent of the language. It also presupposes knowledge of what constitutes successful practice in language teaching, including elements like student motivation and attitude, etc. (Brown, 2014)

1.2 The elements of pronunciation.

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 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 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 supra-segmental 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. (Yates, 2002)

Suprasegmentals are features that operate over stretches of speech larger than a segment (a consonant or vowel sound). Voice quality is the overall long term setting of vocal organs, including the tongue and vocal cords. The term prosody is used in slightly different ways by different writers. Here we take it to include long- term settings and shorter- term variation in loudness, as well as intonation. Intonation is the use of the pitch of the voice in speech. The metrical analysis of speech concerns word stress, the stressing of syllables in multisyllabic words and rhythm, which has been defined in many different ways. Temporal features of speech include speed and pausing. (Brown, 2014)

The segmentals (or segments) are the individual vowel and consonant sound units. These combine one after the other to form syllables, words and utterances. Consonant segments can be divided into those that involve vibration of the vocal cords and those that do not (are voiceless). Books on pronunciation often divide vowel segments into those that do not involve any change in the position of the lips and tongue in their production and those that do involve such a change (diphthongs). However, it makes more sense to divide vowels by length, into (i) long vowels and (ii) short vowels (all of which are monophthongs). This is because long monophthongs and diphthongs (which are also long) tend to behave in similar ways. (Brown, 2014)

Books on pronunciation typically divide features only into suprasegmentals and segmentals. Some writers use the term pronunciation to refer only to segmentals (vowel and

consonant sounds). However, it is used in this book, and by many other writers, to refer not only to these, but also to suprasegmental features such as voice quality, intonation, stress and rhythm. (Brown, 2014)

1.3 Segmental aspects of pronunciation

All the consonant and vowel phonemes are segmental features. They refer to discrete units that can be identified physically or auditorily in the stream of speech of any language. (Sharma, 2021)

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Each individual sound will, in fact, be made in a slightly different way according to what is next to it in spoken discourse. So a consonant in a cluster or in a particular position, or next to a word so that it forms a cluster, will be made differently or even completely omitted. Similarly, the quality of vowels can change dramatically depending on how much they are stressed. So remember that linguistic descriptions of perfectly formed sounds often describe the citation form of a word – that is, the form that we say in isolation when we are on our ‘best behaviour’, rather than the way we say it in normal conversation.

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants.

Consonant sounds

Speech sounds that are produced using consonants have some form of restriction in the vocal tract. Consonants are “sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced” (Crystal (2003) p.103)

Consonants are produced in the mouth by producing a blockage or partial blockage, and these are typically defined as:

- where the sound is made in the mouth, or place of articulation
- how the sound is made, or the manner of articulation
- whether or not the vocal cords vibrate, or voicing.

Although many students find this information useful, it is crucial for teachers to understand where and how sounds are created. Students will only be able to pronounce sounds clearly after attentive attention and repetition. Instead of the presence or absence of voicing, the difference between voiced and unvoiced sounds is frequently more easily distinguished by the degree of aspiration or force heard (more for unvoiced sounds) and the length of the vowel preceding the sound (longer before voiced sounds). In English, clusters of consonant sounds can occur simultaneously, which can be particularly challenging for learners. (Yates, 2002)

Vowel sounds

Vowels are usually described in terms of:

- length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed;
- the position in the mouth in which they are made (in terms of their position from high to low and front to back);
- the degree to which the lips are rounded, spread or neutral.

According to where they are formed in the mouth, the vowels are listed in the phonemic chart in ascending order. Vowels in the top row are formed high in the mouth, those in the center are formed in the middle, and those in the bottom row are formed low in the mouth. Similar to how the vowels on the left side of the chart are spoken, those on the right are pronounced in the rear of the mouth, and those in between are pronounced in between.

Learners may need to spend a lot of time carefully listening to vowel sounds and thinking about how to differentiate them as well as where in the mouth they should create them because English may have many more vowel sounds or longer vowels than they are used to in their native language. (Yates, 2002)

Vowels: monophthongs

The vocal tract is open during the generation of vowel sounds such that there is no restriction to the air flow escaping over the tongue. The size and shape of the resonant region in the mouth determine the distinctive sound of a vowel. This is determined by:

- the horizontal tongue position (front–centre–back);
- the vertical tongue position (high–mid–low);

- the lip position (rounded–neutral–spread). And there is a fourth characteristic of vowels which is not dependent on tongue or lip position:

- the typical length or duration of the vowel (long–short). (Underhill, 2005)

Vowels: diphthongs

Diphthongs are the result of a glide from one vowel to another within a single syllable. (Underhill, 2005)

The combination of two vowels, usually an open vowel like e, e, or o and a closed vowel like i or u, that are continually positioned within the same syllable is known as a diphthong. A diphthong is also referred to as a "gliding vowel" because of the method by which one vowel sound changed to another. Compound vowels, complicated vowels, and moving vowels are additional names for this sort of sound. It is vital to note that the sound shift known as diphthongization is what turns a single vowel into a diphthong. (Briceño, 2019)

1.4 Suprasegmental aspects of pronunciation.

Stress

Another important aspect of pronunciation is the placement of stress at the word and sentence levels. The dictionary defines stress as "accent or emphasis given to a particular syllable of a word." The stressed syllable receives emphasis that is "louder, longer, and different in pitch." There is usually one stressed and one unstressed syllable in words containing two syllables. Additionally, words with three or more syllables have a secondary emphasis that is weaker than the primary stress. The three types of word stress are primary, secondary, and un-stress. (Underhill (2005: 51-54))

Teachers must choose the type of presentation they will employ while introducing stress to the students. There are several methods to designate stress, but an apostrophe is the most common symbol. The stressed syllable can be underlined, a different color used, circles, hyphens, capital letters, and other symbols can also be used by teachers as labels. It is only necessary for teachers and students to agree on a grade that will work for both parties.

Every English word with more than one syllable has one syllable that is stressed more than others. This serves as, in a sense, a part of each word's signature. This stressed syllable in the focus word, however, deserves special attention since it denotes the culmination of knowledge in the

thought group. The sounds in the peak syllable must be heard clearly since it is the most significant syllable within the most significant word. (Gilbert, 2008).

As the fundamental building element of pronunciation instruction, emphasis is often introduced first, according to teachers. The prominence given to specific syllables within phrases and to specific syllables or words within utterances is referred to as stress. It is indicated by volume, force, pitch changes, and syllable length, and while we are listening to someone speak, it is frequently where we pick up on hand gestures and other actions. The shortened nature of unstressed syllables is one distinguishing trait of English. As a result, stressed syllables are not only longer, louder, stronger, and at a different pitch, but unstressed ones are frequently of a distinct character. Managing stress is crucial on three different levels; 1) At the word level, stressed syllables can be found in multisyllabic words, the most significant words in a sentence are frequently stressed, 2) at the sentence level, and 3) contrastively, the most significant words are stressed more. (Lasi, 2020)

Intonation

The way our voices rise and fall in pitch when speaking is referred to as intonation. It is an essential component of how we convey our own ideas and helps us comprehend those of others. We are highly sensitive to this feature of language, mainly on an unconscious level. Without having to analyse every word or sound that is said or heard, we may notice intonation, comprehend it, and apply it. (Kelly, 2000:86).

This suggests that teaching intonation is quite difficult. But educators shouldn't steer clear of it. It is advised to include intonation in other parts of pronunciation. Additionally, it is advised to rely on children's innate ability to mimic what they hear. Regular exposure to spoken English should therefore help children adopt the proper intonation. In addition to assisting us in understanding meaning, intonation also reveals the speaker's attitude, or how the speaker feels about what they are saying. When we listen to people speak, the manner they say things makes it evident what kind of attitude they have. For instance, we can tell fairly well if someone is interested, bored, kind, truthful, or dishonest, among other things. (Lasi, 2020).

The fact that students frequently focus on syntax and vocabulary while ignoring this feature makes it harder for them to master intonation. Finding the correct words might make it difficult to maintain a continuous intonation pattern. In essence, classroom language analysis and practice must include intonation. The students' English will become more expressive and articulate, and they will have a better understanding of some of the complexities of native speaker speech as a result. (Lasi, 2020).

Rhythm

Early in childhood, kids pick up the rhythm of their first language. It is crucial to make English learners mindful of the English system of rhythm since they will naturally employ the rhythm of their first language (Gilbert, 2008). English rhythm is composed primarily of syllables. The simplest definition of a syllable is something with a vowel sound at its core. Additionally, note any variations in the number of syllables. Time must be spent teaching students to notice the number of syllables in the words they learn because this has a significant impact on both intelligibility and listening comprehension. For example, students should be taught to identify syllables and thus notice the rhythmic distinction between words in pairs, such as ease and easy or wait and waited. (Gilbert, 2008).

Voice Quality

Although performers may be relatively familiar with the concept, voice quality has not gotten much attention in the study of second languages. The word refers to the more broad-based, longer-term articulator settings that many sounds within a language share, and which have a broad impact on accent and voice quality. In essence, the argument is that certain mouth regions may be kept ready in specific long-term situations, which affects the accent's overall quality. Since various languages have distinct long-term settings, teaching students to concentrate on settings that are relevant to English may aid them in improving both their general voice quality and specific sounds, especially for first-language speakers whose settings are very different from English. (Lasi, 2020)

1.5 The importance of pronunciation teaching.

Even if they make errors in other language areas, learners who have clear pronunciation are easier to understand than those who have unclear pronunciation, regardless of how well-versed they are in vocabulary and grammar. (Yates & Zielinski, 2009).

Based on the speaker's own pronunciation, listeners can infer how well-versed they are in English. Poor pronunciation hinders a speaker's ability to communicate effectively in general. Bad pronunciation makes listening difficult and demands more effort and focus on the part of the receiver. Poor pronunciation can lead to miscommunication and even communication breakdowns. If a speaker has adequate pronunciation, listeners will judge their overall language proficiency much more favorably—even to the extent of tolerating grammatical mistakes. (Pourhosein Gilakjani, 2012).

The pendulum has swung back, and the majority of ESL teachers now think that specific pronunciation instruction is an important aspect of language instruction. On the one hand, knowing how to pronounce words correctly allows learners to communicate with native speakers, which is crucial for all areas of their linguistic development. Poor pronunciation, on the other hand, might obscure otherwise excellent language skills, denying learners access to the social, academic, and professional success they deserve.

While there is little doubt about teachers' understanding of the importance of pronunciation instruction, there is even less doubt about learners' demand for effective pronunciation instruction: almost all learners rank pronunciation as a top priority and an area in which they require additional guidance. For any remaining sceptics, it is worth practicing the following responses to the reasons given for not specifically teaching pronunciation in an ESL program.

a) Although it is true students are unlikely to develop a native-like accent, excellent pronunciation instruction can significantly increase understanding;

b) However, for a significant number of ESL learners, the abilities necessary for this type of communication cannot be acquired naturally; most require a "leg-up" from explicit pronunciation. It is true that conversations with native speakers causes gradual intuitive changes that lead to the greatest improvements in pronunciation. (Fraser, 1999)

1.6 The teacher's role.

Helping learners hear

The teacher's job includes assisting students with their auditory perception. The sounds of English will sound very similar to the sounds of the learner's original language. Since an unripe lemon is the closest analog to the fruits you are familiar with, if you have never seen a lime you might mistake it for one. Until you consume one or until someone corrects you, you might continue to believe what you do. Although sounds are not like fruit (sound images are distinct from visual images), the method of classifying things into categories is essentially the same for all languages. Teachers must ensure that their students are categorizing the sounds they hear and, if required, assist them in creating new categories. (Kenworthy, 1987.)

Helping students create sounds

There are some English sounds that are unique to the language. Sometimes students can duplicate the new sound, but if they can't, the teacher needs to be prepared to provide some ideas that can aid the students in producing the new sound or sounds. (Kenworthy, 1987.)

Providing feedback

The teacher must evaluate the students' performance in both of the aforementioned tasks. It is frequently impossible for students to determine whether they "got it right" on their own; instead, the teacher must inform them of their performance. Other times, learners may go too far and incorrectly assume how English is spoken, maybe as a result of the way it is written. This brings up a further obligation for the teacher. (Kenworthy, 1987.)

Highlighting the situation.

Learners must understand what to focus on and what to practice. Because speech is typically managed subconsciously, students could overlook something crucial. For instance, they might not be aware that the message conveyed to the listener can change when a word is emphasized or stated in a different way. Teachers must educate students about the possibilities of sounds and the tools at their disposal for communicating verbally. (Kenworthy, 1987.)

Deciding on priorities.

The differences in the learners' pronunciation will be apparent to them, but they won't be able to determine whether or not they are significant. Their efforts are wasted since that trait is a refinement, or acceptable to the English ear, or not necessary for understandable speech, but they may realize that something about their pronunciation is not like the way English people do it and may automatically want to correct this. The teacher's assistance is necessary for students to create a plan of action, choose what to focus on, and know when to stop. (Kenworthy, 1987.)

Planned activities

Due to the complexity of pronunciation learning, the teacher must think about the best exercises and activities to use. Which activities will offer the best chances for training, testing, and exploration? Teachers must take into account the different learning styles and methodologies used by different students when creating learning activities. (Kenworthy, 1987.)

Evaluating development

This is a form of feedback since students find it challenging to evaluate their own development, thus teachers must do it. This is particularly challenging for the elusive action of

"making sounds," but knowledge of one's progress is frequently essential for keeping one's drive high.

After enumerating the numerous facets of the teacher's responsibility, we could say that all that is required of students is that they respond. Of course, it's not quite that easy. This mindset disregards the fact that a learner's level of effort will ultimately determine how successful they are at pronouncing words. Even if the teacher is very good at identifying mistakes in pronunciation and correcting them, there is little chance that anything will change or get better if the students do not try to keep track of their own progress. (Kenworthy, 1987.)

1.7 Factors that affect pronunciation learning.

The quality of the instruction and the students' native language are two outside influences that have an impact on pronunciation acquisition. Other aspects include the students' ages, motivation, and personalities, all of them are determined by the students themselves.

The Learner's Age

Everyone has witnessed how quickly infants and young children learn new languages. Just like sponges, infants seem to soak up the sounds and words they hear surrounding them and gradually learn to imitate them correctly. The crucial time for language acquisition is described by linguists as the period around the ages of 12 and 14 in a child's life. Only if they become absorbed in it and given ample opportunity to hear it spoken can children reach native speaker pronunciation, which they do more naturally than adults. Children lose a lot of their learning advantage when they only hear English for a few hours a week. (Lőrinc, 2020)

The ability to correctly enunciate words can be learned by people of all ages, not only young children. Older children and adults, despite they never sound exactly like native speakers, have their own talents and can effectively learn pronunciation. Adults are more adept at establishing goals and engaging in intentional practice. They are better able to comprehend more complex explanations and analyse how sounds are produced as well as how the melody and rhythm of a language sound. Adults simply need to approach pronunciation differently than children in order to have an easy-to-understand pronunciation. (Lőrinc, 2020)

Motivation

Students must progress more in any subject if they want to learn. No teacher can force children to learn if they are not interested in doing so. "You can bring a horse to water, but you

can't make him drink," states a proverb. This is also true when it comes to teaching pronunciation. We can provide information and numerous opportunities for practice, but we do not have the authority to alter our pupils' pronunciation. They must desire to do it and be willing to put in the effort. (Lőrincz, 2020).

Three general sets of goals or desires have been suggested that can motivate students in language learning (Celce-Murcia et al., 2010, p. 21):

- Learners seek to be accepted into a language-using group. The learners may still be perceived as "outsiders" by the group, but they can function successfully within it. Integrative motivation is a term used to describe this type of motivation.

- They want to be accepted as genuine group members. They don't want to be regarded as "strangers." Assimilative motivation is the term for this type of motivation.

- They desire to be able to use the language to achieve a specific goal, such as getting a job, conducting business, passing a test, or traveling in a foreign place without difficulty. This is what is referred to as instrumental motivation.

When we recognize our students' objectives in learning English, we may help them stay motivated by explaining how improving their pronunciation will help them achieve those objectives. (Lőrincz, 2020)

Aptitude and Personality

There are no two people who are the same. Each of us has our own unique personality, skills, abilities, and flaws. These elements can have an impact on how people learn to pronounce words. Teachers frequently think that more extroverted students will be able to acquire pronunciation faster than shy pupils, and this assumption may be correct. Students who are more confident may speak more and be more likely to try new sounds, which could help them improve their pronunciation. This progress, however, is far from definite. Some enthusiastic students may produce a lot of language, but they may also be skipping steps and not paying attention to their pronunciation accuracy. Listeners will have no way of knowing that they need to improve if they are impressed by their fluency and tolerate their faulty pronunciation. (Lőrincz, 2020)

Even though they don't speak much in class, some more introverted individuals may be thinking about sounds and practicing "inside themselves." Don't dismiss the students who are quiet. Encourage all of your students by recognizing their abilities and potential. Every student has the ability to learn and progress in their own unique way. (Lőrincz, 2020)

The degree to which a person is willing or able to change the way he or she sounds is another aspect of personality that might affect pronunciation. Since we first began to speak, most of us have been speaking and listening in the same, comfortable manner. Our voice and pronunciation have a big role in how we see ourselves. Trying out new language sounds and melodies can be uncomfortable, if not downright frightening. For some, this procedure appears to be a minor stumbling point, while for others, it is a major impediment. (Lőrincz, 2020)

Finally, some persons appear to have a natural aptitude or knack for acquiring languages or imitating pronunciation. Some individuals are said to have a "excellent ear" for language. Of course, it's nearly difficult to define or quantify something like this. What appears to be a natural aptitude may be attributed in part to extra drive, parental or teacher support, or growing up in an environment with many opportunities to hear and study foreign languages. In fact, there is no special skill that distinguishes certain people from others when it comes to becoming a great language student. As educators, we must believe that anyone can learn to pronounce words correctly. Then we must provide all of our students with the assistance they require in order for them to succeed. (Lőrincz, 2020)

Teaching Methods and Quality

The amount and quality of instruction children have received has a significant impact on their learning. Have they had a lot of training, a little training, or absolutely no training in pronunciation? How much have they practiced? Was it more effective to practice with a range of activities or to simply "repeat after me" without effective teacher feedback? Were the teachers concerned in pronunciation, or did they dismiss it as a waste of time? Is it possibly likely that their previous teachers misled them or supplied them with a very incorrect model? The level of instruction children get has a significant impact on the quality of their learning. (Lőrincz, 2020)

The impact of the Learner's L1.

A learner's first language (also known as the L1) has a significant impact on how he or she learns to pronounce a second language (referred to as the L2). This influence is frequently beneficial, such as when the two languages' sounds are quite similar. Knowing how to pronounce /m/ in one language, for example, makes it simple for a student to pronounce /m/ in another. However, learners' first-language pronunciation skills can create challenges for them to pronounce sounds in the new language that don't exist in their L1 or are employed differently. Native language interference or language transfer is the term for this effect. (Lőrincz, 2020)

1.8 Aims of pronunciation instruction.

The majority of teachers agree that they want their students to be able to speak English fluently. But what exactly does that imply? What is proper pronunciation? "Sounding like a native speaker" could be one answer. This response, however, is problematic for a number of reasons.

To begin with, defining what "a native speaker" sounds like is difficult. There are so many different types of English and so much variety within each kind that defining that elusive "perfect" pronunciation is nearly impossible. Trying to sound like a native speaker is a lot like throwing a ball at a moving target: it's difficult, irritating, and almost always fails.

Another issue is that, no matter how hard or long they try, very few learners will ever be able to sound exactly like their favourite pronunciation model. This is especially true for adult learners and individuals who aren't exposed to English on a regular basis. Whatever definition one uses, speaking with native-like pronunciation is a difficult task to achieve.

Intelligible pronunciation—speaking in a way that most listeners, both native and non-native speakers, can understand without too much effort or confusion—is a more realistic objective that more teachers and scholars are recommending. It's not a negative thing if you can tell the speaker is from a specific country or region, as long as the speaker is understandable to others (Celce-Murcia, Brinton, & Goodwin, 2010).

While it isn't possible to establish an impossible objective, we also can't afford to set one that is too low. It is counterproductive for pupils to get complacent and assume that their pronunciation is fine when, in fact, it may be difficult to understand by anybody other than their teacher and peers. Speakers must come close to some kind of recognized standard, whether it's one of the major native-speaker varieties or a non-native variety of pronunciation that is easily understood by listeners from a variety of backgrounds, to be truly intelligible to a wide range of listeners, not just willing listeners of their own language background. As responsible educators, we must ensure that the bar is not set too low. (Lőrincz, 2020)

It's also important to remember that English teachers, both native and non-native speakers, aren't always the best judges of whether someone's pronunciation is understandable. Many EFL teachers can understand their students' speech when the rest of the world cannot; in fact, it appears that us teachers can understand nearly anything at times. We've grown accustomed to incorrect pronunciation. We understand what kids are going through and how hard they are working to achieve their goals. We're on their side and want to understand them, but a potential employer or a Starbucks cashier might not. Non-teachers are a difficult audience to please (Lane, 2010).

PART 2. PRONUNCIATION TEACHING METHODS AND TECHNIQUES

1.9 What Pronunciation Model to Teach?

The territory of the nation whose name it derives from were long ago exceeded by English. It has undergone tremendous alteration, as can be seen if we compare the languages of the many nations or areas where it is spoken as a first language. Consider the English dialects used in Britain, Ireland, the USA, Australia, and Canada. As English is used more widely in nations where it is not the native tongue, this trend is continuing and ever-new English dialects are forming. English is increasingly being utilized as a medium of communication amongst people for whom it is not their native language due to the expansion in its use and the ease of communication globally. (Gerard, 2000)

For teachers, this may present both theoretical and practical problems. There may be disagreements on the English model that should be given to students. The phonetic traits of the language a teacher delivers to students in a classroom are referred to as the "model" in this context.

Received Pronunciation, sometimes known as RP, used to be the most popular pronunciation style for instructors in Britain and among British educators overseas. The variation of English known as British English has a wide range of accents, and the majority of them reveal something about the speaker's regional roots. RP is unique in that it speaks more about social status than location. 'The Queen's English' or 'BBC English' are frequently used as synonyms since it is still seen as denoting rank and education. Dialectologist A. J. Ellis coined the term "Received Pronunciation" to characterize the accent in 1869. However, it is currently estimated that just approximately 3% of the population in Britain has an RP accent, and that figure is dwindling. Due to the fact that so few British teachers speak with this accent naturally, it is also losing favor as a teaching strategy. However, because RP served as the foundation for so much contemporary research on pronunciation, its influence is still seen today. (Gerard, 2000)

In most cases, as a teacher, the language used in the classroom will be similar to the language used outside of it. Few teachers, even if they wanted to, could regularly teach with an accent markedly different from their own. Many teachers somewhat alter their accent for the benefit of their students. Language teachers must be aware of these variations and nuances, and the more one knows about the many English accents and dialects, the better informed one's instruction is likely to be. (Gerard, 2000)

As always, it's critical to take learners' requirements into account. Due to its historical significance, RP is still frequently used as the objective for pronunciation, though this is gradually changing. Whether they are learning British, American, Irish, Australian, or any other variant of English, learners will often have a target model in mind. Targets are frequently quite specific and occasionally hazy. They may also differ within a class where students striving for British and American English are seated together (perhaps as a result of the individuals they interact with or work with outside the classroom). What role model, if any, can the Australian teacher provide? Although it may seem like a theoretical issue, there are often students in multilingual classes who have already had English lessons from teachers with various accents and dialects. One can find a variety of individual pronunciation targets in monolingual classes as well. (Gerard, 2000)

There are no simple solutions to this problem, but teachers can meet the needs of their students by working on production and reception issues independently, helping students understand a wide range of varieties while letting them choose their own target model as long as it is broadly comprehensible. Teachers can, for instance, concentrate on the variations between British and American English's vowels or the rising intonation of Australian utterances in contrast to how speakers of other English varieties complete these utterances while teaching reception. The best advice for instructors is to share what they have learned and practiced while staying as educated as possible about different approaches. (Gerard, 2000)

1.10 Pronunciation Teaching in Different Methods and Era

Three main methods for teaching pronunciation have evolved in modern language instruction:

Intuitive-imitative:

It depends on the learner's capacity to mimic the sounds of the target language while listening to good models; good models come first, followed by tape recorders and CDs.

In the intuitive-imitative approach, it is supposed that a learner skill to imitate and listen the sounds and rhythms of the foreign language will give rise to the expanding of an agreeable frame of pronunciation without the intervening of each explicit data. Especial tools, like videos, websites, video-tapes, computer-based programs, videos are enjoyed today for the present approach (Hismanoglu & Hismanoglu, 2010).

Analytic-linguistic:

It makes use of data and resources including phonetic and articulatory descriptions, vocal apparatus diagrams, etc. This method focuses on the explicit intervention of pronunciation-related pedagogy. With the help of articulatory descriptions, the phonetic alphabet, and vocal charts, the pupils are given precise information about pronunciation. The explicit data can be stated in various interactive speech websites and software (Adibpour & Jam, 2014). The analytic-linguistic approach was created to focus on imitation and listening, but it also included the use of other tools, such as the phonetic alphabet. (Terminsuppsats, 2008).

Integrative:

Instead of being treated as a separate exercise, pronunciation is seen as an essential component of communication. Pronunciation is researched through purposeful task-based training. Students appreciate focused listening exercises that help them learn how to pronounce words. In extended speech, emphasis is placed more on the suprasegmentals of rhythm, stress, and intonation than on the phoneme and word levels. To meet the unique needs of the children, pronunciation work is done. There is a dual-focus speech program where the macro level focuses on more universal aspects of communicability with the aim to develop sociolinguistics, conversation, and strategic ability by enjoying language for communicative goals, and the micro level teaching focuses on linguistic (i.e. phonetic phonological) competence by making use of segmental practices and the suprasegmentals. (Hismanoglu & Hismanoglu, 2010)

Grammar translation and Reading-based approaches:

In these methods, teaching of pronunciation is largely irrelevant; Grammar or text comprehension is taught through the medium of the learner's native language, and oral communication in the target language is not a primary instructional objective. (Purwanto, 2019)

Direct Method and Naturalistic approaches:

In the Direct Method, students imitate a model and give it their best effort via repetition to learn pronunciation through intuition. This was based on observations of first- and second-language acquisition in non-instructional settings in children, adults, and both. Naturalistic techniques, such as comprehension techniques, are the successors. (Reza Afroogh, M. 2018)

The Reform Movement: The first analytical contribution came about as a result of the reform movement, when phonations were combined to create the International Phonetics Alphabet (IPA), which allowed for the first time to precisely represent the sounds of any language. (Reza Afroogh, M. 2018)

The 1940s and the 1950s: In Audio-lingual and Oral Approach classrooms, pronunciation is very important and is taught explicitly from the start. The teacher models a sound, or an utterance and the students imitate or repeat. The teacher also uses information from phonetics, charts and the minimal pair drill. (Reza Afroogh, M. 2018)

The 1960s: The Cognitive Approach influenced by transformational-generative grammar and viewed language as ruled-governed rather than habit formation. It emphasized pronunciation couldn't be achieved, and time would be better spent on teaching more learnable items. (Reza Afroogh, M. 2018)

The 1970s: The languages teaching profession changed position many times with respect to the teaching of pronunciation. Various methods and approaches placed this skill either at the forefront of instruction or in the back wings. Other methods and approaches either ignored or taught pronunciation through imitation and repetition. During 1970, the silent way and community language learning become popular in teaching the pronunciation. (Reza Afroogh, M. 2018)

The Silent way:

It focused on producing sounds accurately in the target languages from the very beginning of education, allowing students to hone their own internal standards for accurate production. The teacher uses as little speech as possible to direct students using gestures. Additionally, the Silent way teacher use resources like the Fidel wall charts and a soundcolor chart. It aids in developing a genuine sense of the language. (Reza Afroogh, M. 2018)

Community Language Learning:

In a typical CLL class, pupils sit around a table with tape recorders. The teacher has them speak something in their native tongue, then has them repeat it in the target language. Once they can speak the entire utterance fluently, it is recorded on the tape and played back. The computer can also act as the teacher in this situation. (Reza Afroogh, M. 2018)

Today's pronunciation teaching:

Today, the primary goal of pronunciation instruction is to help students rise above the entry level so that their pronunciation won't hinder their ability to communicate. Therefore, to achieve the objectives, we engage in listening and imitation exercises, phonetics training, and limited pair drill. (Barbara Seidhofer, 1992, p 37-38).

1.11 Pronunciation Teaching Techniques

What methods and exercises may teachers use once they've made the decision to make teaching pronunciation a priority and adopted a model policy? Drilling is one example of a highly targeted strategy, but there are also more general exercises, such training students to pay attention to (be on the lookout for) specific pronunciation features in listening materials. Additionally, as previously mentioned, teaching pronunciation has two main components: teaching productive skills on the one hand and teaching receptive skills on the other. When it comes to reception, pupils must learn to distinguish between phonemes, for instance, especially when their L1 does not have such a contrast. They must then apply this information to their output. By way of illustration, drills are helpful in the growth of both types of abilities, although noticing tasks applied to hearing texts will be more successful in the growth of receptive skills. (Gerard, 2000)

Drilling

Drilling is one of the primary methods used in the classroom to practice pronunciation. Drilling can be as simple as the teacher uttering a word or a structure and asking the students to repeat it. One of the most basic and essential language teaching skills is the ability to drill effectively. Drilling has persisted as a tried-and-true classroom practice despite its roots in behaviorist psychological theory and "audio lingual" teaching methods, both of which have largely been left to history. Drilling is intended to aid students in achieving improved pronunciation of language components and in aiding their memory of new components. This is a vital portion of pronunciation practice in class and may be the part of the session when students are most dependent on the instructor. (Gerard, 2000)

Drilling frequently happens after the step of eliciting, which involves asking students to recall a concept they have already studied. In order to speed up the process, the teacher frequently employs drawings, mime, prompts, and other tools. If none of the students are able to provide the necessary item, the teacher may do so. Drilling is best carried out prior to students encountering the written form of the language because of the intricate links between English spelling and pronunciation. Teachers might drill the item in question after it has come up to practice pronunciation. In drilling, the teacher's primary responsibility is to demonstrate the word, phrase, or structure for the students to copy. On the CD, a drill sample is audible. First, teachers typically drill "chorally," which involves asking the entire class to practice the exercise together. Choral drilling allows pupils the ability to practice pronouncing the drilled item relatively discreetly and without being put on the spot, which can boost confidence. Individual drilling is usually the next step, where pupils are asked to repeat one at a time. This gives the teacher the opportunity to check

how effectively the students can pronounce the word that is being drilled. Teachers typically pick students at random, which is said to keep pupils on their toes. (Gerard, 2000)

The teaching of word emphasis, sentence stress, and intonation all depend on drilling. In order to help students learn language more naturally, teachers should try to model utterances that fit the context in which they are being used. While drilling, teachers frequently mimic the stress pattern's cadence. Teachers should select whatever comes naturally to them and then regularly utilize that technique. Some teachers beat the air with their fingers, while others click their fingers or tap on a surface. (Gerard, 2000)

When working on pronunciation, drilling is a crucial tool. Drilling is something that many teachers neglect because they believe it is only necessary at lower levels, despite the fact that higher levels also benefit from it. Students will spend a lot of time expanding their vocabulary, therefore they must be confident in their pronunciation. (Gerard, 2000)

Chaining

Chaining can be utilized for sentences that pupils have trouble pronouncing because they are long or because they contain challenging words and sounds. The examples below demonstrate how the teacher isolates specific sentence components, models them independently for students to imitate, and then progressively builds the sentence up to its completion. (Gerard, 2000)

Listening activities

The goal of language instruction is to improve students' ability to comprehend and use the language outside of the classroom. Thus, many educational activities try to mimic the realness of everyday speech as closely as feasible. It is not possible for teachers to employ real resources (i.e., printed, broadcast, or taped content not created with the classroom in mind) constantly since one must not only identify appropriate materials but also create assignments to go along with them. (Gerard, 2000)

In coursebooks, listening comprehension activities are frequently created to sound as genuine as possible, with the participants speaking naturally and at a normal pace. These can be extremely useful in getting pupils to recognize that a pronunciation trait exists.

For instance, prior to doing a listening task, students can have the meaning and the pronunciation of a particular aspect of language brought to their attention, and practise it in very controlled ways. The particular issue may be the structural and pronunciation characteristics of the third person present simple or, at a higher level, of the third conditional (*I'd've gone if I'd known*). The listening exercise can then require students to listen out for this area of language and listen

out for how it is used and pronounced in the context of a narrative or, say, a conversation. (Gerard, 2000)

Alternatively, an extended listening stage can precede an eliciting and drilling stage. Indeed it can be argued that putting the listening exercise first might even make the pronunciation elements of the lesson more of an issue with regard to comprehension, and more likely to be noticed by the students. Students would initially have to listen out for and interpret the use of the language and related pronunciation areas selected for study, in order to complete a set of tasks; work on the pronunciation and use of the language area in question could then follow on from the listening exercise. (Gerard, 2000)

In either case, a teacher's decision here would be influenced by his or her understanding of the pupils, their language proficiency, and how successfully they would be able to complete the various tasks, in their opinion. Regardless of the sequence, getting students to notice details about the language and its use includes combining pronunciation instruction with listening activities. When working on pronunciation, the idea of noticing is crucial. Before a pupil may utilize a language item regularly, conscious intake of it must occur at a specific time when it is important to them. The same holds true for pronunciation characteristics. By making specific features or components of language relevant, language teachers try to encourage their students to pay attention to language. Noticing is important for recycling goods as much as for the initial display of a product. There is never a guarantee that the concepts covered in a first presentation will be successfully retained and applied, thus language must always be changed and recycled. (Gerard, 2000)

Reading activities

Even while the written word serves as the medium for reading exercises, training on pronunciation can be effectively incorporated here as well. Reading is a receptive activity (students receive language rather than make it), just like listening, therefore it's a good way to draw children's attention to language aspects.

Many teachers set up reading tasks so that students can first receive a general idea of the text they are reading or learn the sort of text being used, then move on to more in-depth study to concentrate on particular points when the material is read again. Pronunciation practice can be incorporated at some point when a material is read aloud, either by the teacher or the pupils. Texts like poems, rhymes, play excerpts, song lyrics, etc., can be imaginatively employed in the classroom and provide lots of opportunity for pronunciation practice. Shakespeare, Dr. Seuss,

Longfellow, and limericks, among others, can all be employed effectively, depending on personal inclination.

Reading aloud in class is a practice that has fluctuated in and out of favor with educators. The biggest criticism of it is that it can obstruct accurate pronouncing; spellings undoubtedly have a negative impact on pronunciation performance. However, reading aloud provides chances for the study of the connections between spelling and pronunciation, stress and intonation, and the linking of sounds in connected speech. All of these can be highlighted and further studied in enjoyable and fascinating ways by reading aloud.

However, teachers must be clear about which texts are appropriate for pronunciation practice. When reading aloud encyclopedia texts, for instance, the words may seem somewhat robotic and monotonous.

One last thing to consider regarding pronunciation exercises is the necessity of include some humorous ones. Using rhymes and tongue twisters is a fun approach to practice making difficult sounds. Most readers will be familiar with things like *Around the rugged rock the ragged rascal ran* (the problem sound here is fairly easy to ascertain!), and *She sells sea shells on the seashore..* (Gerard, 2000)

1.12 Pronunciation teaching activities and games

Playing games allows students to explore and become familiar with word and phrases. There are several advantages of using game to teach English are the following:

- a) Games help the teacher create context in which the language is useful and meaningful.
- b) Games help the teacher build better class relationship and encourage class participation.
- c) Games provide language practice, review, and consolidation in the various skill listening skill, speaking, reading and writing
- d) Through games, children experiment, discover, and interact.
- e) Games encourage the creative and spontaneous use of language and promote real communication.
- f) Games are enjoyable and challenging but no threatening.
- g) Games promote healthy competition and help students overcome shyness about using the language.

The Tongue Twister Game

Tongue twisters appeal to individuals of all ages and skill levels. They can be used as a warm-up to get students talking, and they can also be used to assist pupils practice pronouncing difficult English sounds.

When you practice speaking with tongue twisters, you not only focus on the sounds you need to work on in your pronunciation, but you (and anyone listening to you) can also find yourself laughing out loud. Tongue twisters are statements or groups of sentences that highlight specific English phonological patterns. Increase your speed gradually until you can pronounce the tongue twisters with ease. It can be challenging to say some tongue twisters rapidly. The goal of pronunciation practice is to pronounce words correctly rather than rapidly. (Ransom, 2018)

Tongue twisters can be turned into a game in which you and your friends try to say them as quickly as possible. For a quick game, you and your friends can try to say each tongue twister three times fast. Often, by the third time through, your mouth will be fumbling over the words. This is what can make tongue twisters so entertaining. However, for pronunciation practice, start off slow and easy, carefully producing the sounds which have been giving you trouble. (Ransom, 2018)

Procedure:

1. Provide tongue twisters to pupils by writing them on the board or on pieces of paper.

Some examples are as follows:

- *She sells sea shells on the sea shore.*
- *A proper copper coffee pot.*
- *Around the rugged rocks the ragged rascal ran.*
- *Red lorry, yellow lorry, red lorry, yellow lorry.*
- *A big black bug bit a big black bear.*
- *Peter Piper picked a peck of pickled peppers. Where's the peck of pickled peppers Peter Piper picked?*

2. Ask students to read the tongue twisters aloud. Then ask them to read them again but faster. Then ask them to read them as fast as they can three times in a row.

3. Ask the students if they know any tongue twisters in their L1 or another language they might know. Have a go at saying them yourself. This usually causes a good laugh, and makes the activity more two-way and interactive. (Joyce, 2009)

Odd-one-out

This game can be an interesting activity for students to learn English. By using games, the students do not feel that they learn something through activity. They will feel happy to learn English and don't feel difficult. Odd One Out is an English game event based on the American version entitled Knockout.

Guessing which of four items doesn't belong and why is the goal of the game odd one out. Once the player has correctly recognized the odd one out, he or she has two options: guess the cause or ask their opponents to make a guess. Selecting the right item would result in two points, and determining why it didn't belong by inferring the relationships between the other three or completing a challenge would result in an additional three points, for a total of five points. (Susanti, 2019)

Procedure:

1. Give for each learner a copy of the list of word that they are going to work with. The list contains 15 lines of words.
2. The learners should circle that word, which have a different sound from the rest of the words. In each line, there is only one word that differs in sound from the other words.
3. Students can collaborate to say the words in the row and determine which one is different from the others.
4. To ensure that the pupils understand the distinction between the two sounds, say the words to them.

Sound Pictures

Preparation:

Copy a picture pair for each pair of students in your class. You may also want to make a copy on an OHP transparency or a large piece of paper.

Conducting the game:

1. Divide the class into pairs. Give one member of each pair picture and give the other member picture b. Ask students to describe the pictures carefully to each other and find the differences between them. (They should not look at each other's pictures.) Alternatively, give out picture a first, collect it in and then give out picture b. In this case, students should identify the differences from memory.
2. Divide the board into two columns, one for each of the two sounds in the picture pair. At the top of each column write the phonetic symbol for the sound and/or an example of a word containing the sound. Ask members of the class to call out the differences they

have discovered. For each difference, there should be one key word that contains one of the two sounds. Repeat this word and ask students to say which of the columns it should go in.

3. Finally, allow students to look at the pictures again and ask them to find any other examples of words with one of the two sounds in them.

Key:

The key sounds for each pair of pictures are given along with the words that students will need to use when identifying the differences between the pictures. (Hancock, 1996)

Songs as pronunciation activities

Language teachers now have access to a wide range of songs to play in class because it is simple to find song lyrics online. How should songs be selected? It's crucial to keep the students in mind. What rank do they hold? What is their age? What genres of songs or music do they enjoy? Evaluation of the song itself is also crucial. Does the rhythm help to make it understandable? Does the vocalist have a loud enough voice? What is the song's tempo? How sophisticated are the vocabulary and structures? Songs have a variety of elements that can give the teacher and students an invaluable chance to practice their English pronunciation. (Villalobos, 2008)

Teachers must carefully choose the songs they play in the classroom when they employ music. The level of the class is crucial; for beginners, short, slow songs should be selected because they are simpler for them to comprehend. On the other side, songs with a specific level of difficulty would feel more challenging to advanced pupils. (Villalobos, 2008)

The pupils' ages are also important because adults and teenagers might not always like listening to children's music. The preferences of pupils are a crucial factor that must not be overlooked. Many professors opt to play music in their classes, but they do so based on personal preferences. There is more stimulus if we utilize tunes that children find appealing, therefore it is unquestionably something to think about. "Students are often strongly motivated to learn the lyrics of a new pop song or an old favourite they have heard and never understood, so their choices for classroom music should not be overlooked." (Villalobos, 2008)

In addition to considering the level, age, and interests of their pupils, teachers should evaluate the music they plan to play in class. The accomplishment of the objectives as well as the attitude pupils have about the song are largely influenced by the song's difficulty level, content, vocabulary, rhythm, pace, popularity, and performer. (Villalobos, 2008)

Rhyming Pair Game

This is a memory and pronunciation game that works well with small groups of students. The activity's main goal is to practice rhyming pairs, which are words that have one or more sounds in common. When teaching the distinction between two (similar) sounds, these pairs of words are frequently utilized. For this activity, the teacher makes a set of cards with one word on each card for each group. That instance, on each card, the teacher writes one of the words from a rhyming pair.

One of the benefits of this activity is that the teacher can choose which pairs of words to use based on how well the students know the language and which sounds need to be practiced. These target sounds can be [ɪ] and [i:], [ʌ] and [a:], [s] and [ʃ], or any other (difficult) sounds. Moreover, it is a good way of enlarging the learners' vocabulary.

Procedure:

1. Each group is asked to lay all of its cards face down on the table.
2. Students take turns turning over two cards. They pronounce the two words aloud to discover if they rhyme. If the two cards rhyme, they keep them; if they don't, they return them.
3. When there are no more cards on the table, each student counts their cards to determine who is the winner.

This activity teaches students that certain words have similar pronunciations despite having completely different spellings. Teacher can incorporate more difficult word pairs at higher levels, such as town – noun, turn – earn, square – air, some – thumb, lake – break, and so on.

Instead of rhyming pairs, some teachers play this game with homophone pairs. They start by clarifying what a homophone is in this circumstance. They present examples in the learners' first language and in English, emphasizing that the words sound the same but have different spellings and meanings (for example, some – sum, threw – through, pair – pear, right – write, hare – hair, etc.). (E. Motrinec, 2019)

Audio Stories

The words "audio" and "story" are combined to form the term "audio-story." Audio is defined as sound that falls inside the audible range for humans. Audio stories can now be used for a variety of purposes, but the most crucial one is exposing EFL students to native speakers' everyday speech. A captivating type of communication, audio stories weave speech and music together to create engrossing narratives. In other words, audio storytelling is the act of exclusively telling stories with sound and sound effects. Additionally, the development of portable equipment

(electronic gadgets) like smart phones, tablets, and multimedia entertainment systems is generally ascribed to the development of audio-stories. As a result, listening to those audio stories is simple and fun for EFL students. (Djoher, 2018)

The advantages of using audio-stories in the classroom

The effective use of audio stories in EFL classrooms is surely beneficial for both learners and teachers firstly, as (Eckert, 2016) claimed that: “Audio stories that use sound effects and sound shots enhance the learner’s attention and creation of visual images significantly compared to those without them” (p. 16). In other words, incorporating audio stories in EFL classes creates a conducive environment for learning and listening while giving students a chance to take a mental journey. Since the student is exposed to the natural voice, this improves pronunciation. Additionally, EFL instructors can utilize audio stories as a roadmap for their lectures or as a reward at the conclusion of the course. Additionally, EFL teachers use audio stories to help their students acquire new words by memorization. Every time they listen to those stories, learners might expand their vocabulary because they are exposed to new terms. Finally, even for those who are not drawn to reading, audio stories might pique their attention. (Djoher, 2018)

PART 3. RESEARCH ON THE EFFECTIVENESS OF PRONUNCIATION ACTIVITIES IN TEACHING ENGLISH IN DIFFERENT AGE GROUPS.

The purpose of this research is to get an insight into the teacher's views on different pronunciation activities, whether they are used among them or not, how effective they consider these activities to be, and what other methods and activities do they use, and consider to be effective.

3.1 The Process of the Research

In the research process I asked teachers to fill out a questionnaire, which contained 30 questions on pronunciation teaching activities. After that, data are analysed and consequences are made.

3.1 Participants.

The participants of the research are 43 teachers of primary and secondary education, 33 females and 10 males. The questionnaire compiled for teachers' opinion about the effectiveness of different pronunciation activities and games. The teachers, who filled it were from: Beregszász, Nevetlenfalu, Akli, Péterfalva, Tiszabökény and Forgolány, and 5 of them are from Zalaszentgrót, Hungary.

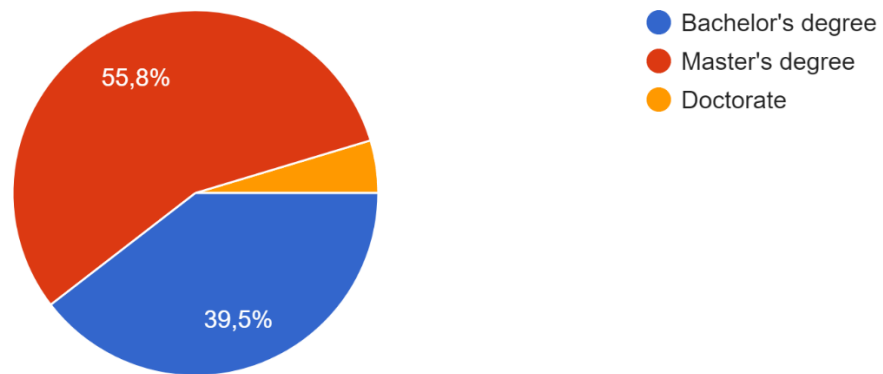
3.2 Research Instruments

A questionnaire was used as the research's tool. A questionnaire is a type of research tool used to collect data from respondents for a survey or statistical analysis. It consists of a set of questions (or other forms of prompts). Typically, a research questionnaire will contain both closed-ended and open-ended questions. In comparison to some other survey types, questionnaires are more advantageous because they are less expensive, do not require as much effort from the respondent as verbal or telephone surveys, and frequently have standardized answers that make it easy to compile data.

3.3 The Analysis of the Questionnaire

The purpose of the first two questions was to determine the gender of the participants and whether they held a BA, MA, or PhD degree. As it is shown in the diagram, most of the teachers have a MA degree, 39,5% (17 participants) have a BA degree and 2 participants had a PhD.

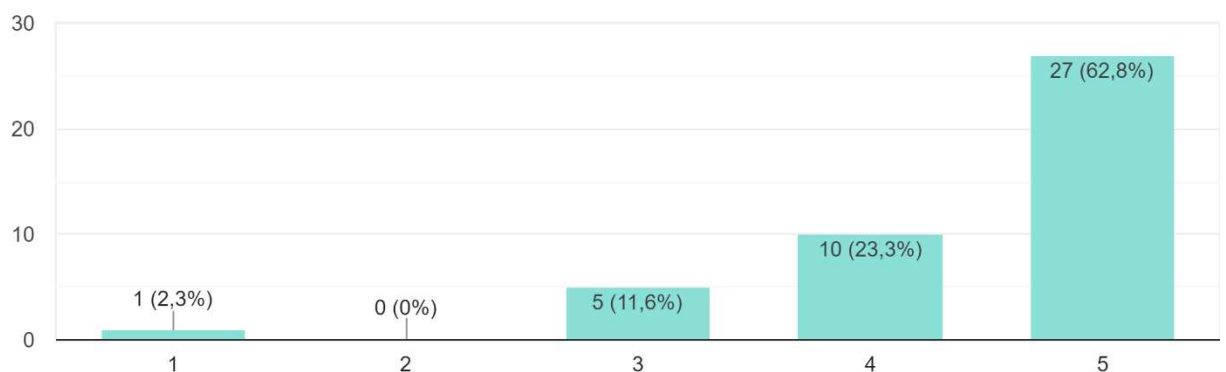
Diagram 3.3.1 The Academic Qualification of the Participants



The next question was intended to clear out how long the participants have been working as an English teacher. As it is shown on the diagram, 34,9% of the participants had been teaching English for 1-5 years, 32,6% of them had been teaching for more than 20 years, 16,3% of them, had been teaching for 6-10 years, and the same number of them teaching English for 11-19 years.

The purpose of the next question was to clear out how important it is to the teachers to teach correct pronunciation for their pupils. As we can see in the diagram, for most of the teachers, it is very important.

Diagram 3.3.2 The importance of teaching the correct pronunciation

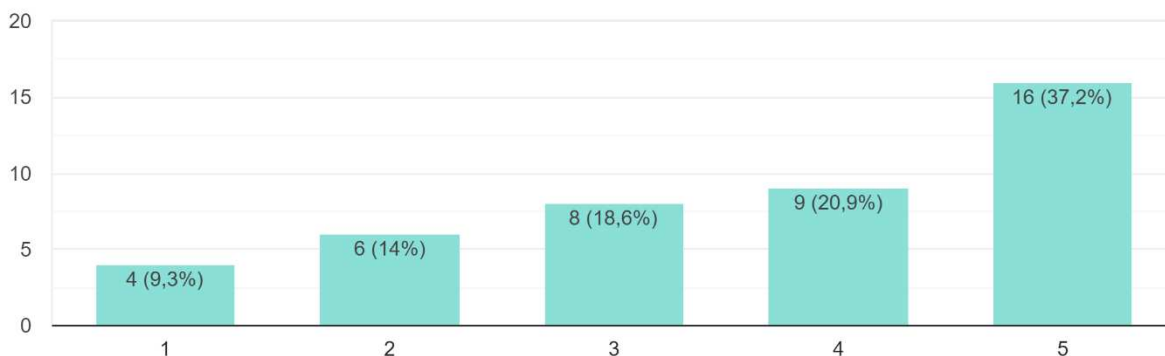


The following question cleared out, how much attention do the teachers pay on their learner's pronunciation development. It turned out that most of the teachers (45,2%) pays much attention to their learner's pronunciation development.

The next question was intended to clear out how good pronunciation do the teachers learner's have. From the answers it turned out that most of the teachers consider that their pupils have rather good pronunciation.

The seventh question was intended to clear out whether the aim of learning English pronunciation is to achieve a native-like accent. From the participant's answers turned out that most of them, that is 16 participants think that it is very important to have a native-like accent.

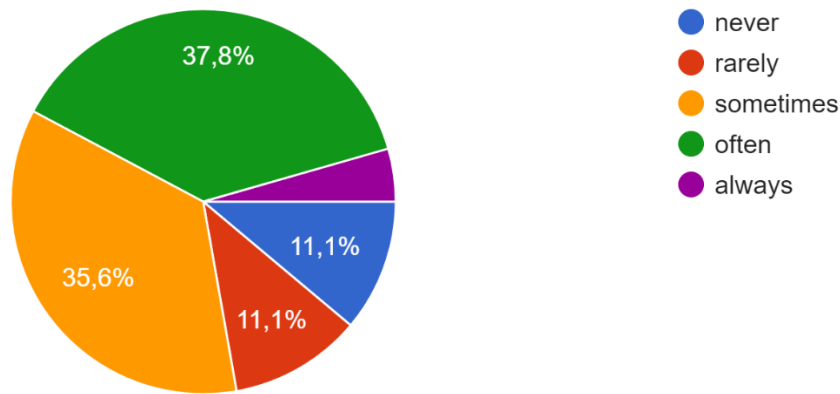
Diagram 3.3.3 The aim of learning English pronunciation is to achieve a native-like accent.



The purpose of the following question was to clear out how much do the teachers focus on pronunciation on their English lesson. From the answers we can see that most of the teachers focus explicitly on pronunciation on their English lessons, and 10 participants focus on pronunciation less.

The ninth question was intended to see whether the teachers plan their English lessons where the pronunciation is the main focus. 2 participants answered that they always plan lessons where the main focus is on pronunciation, 17 of them often plan their lessons this way, 16 participants sometimes plan their lessons this way, the others are rather rarely.

Diagram 3.3.4 I plan lessons where the main focus is on pronunciation.

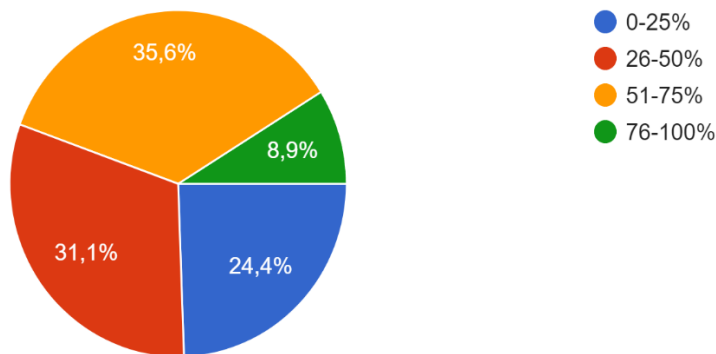


The next question was about phonetic symbols and their usage at the time of teaching pronunciation. 13 teachers often use phonetic symbols when teaching pronunciation, 12 of them sometimes, again 12 of them rarely, 11 of them always uses them, and 3 of them never uses phonetic symbols.

The following question dealt with the pronunciation model that teachers speak and teach. Most of the teachers, that are 24 participants speak and teach the Received Pronunciation, 12 of them uses no particular model, and 9 of them uses the General American pronunciation model.

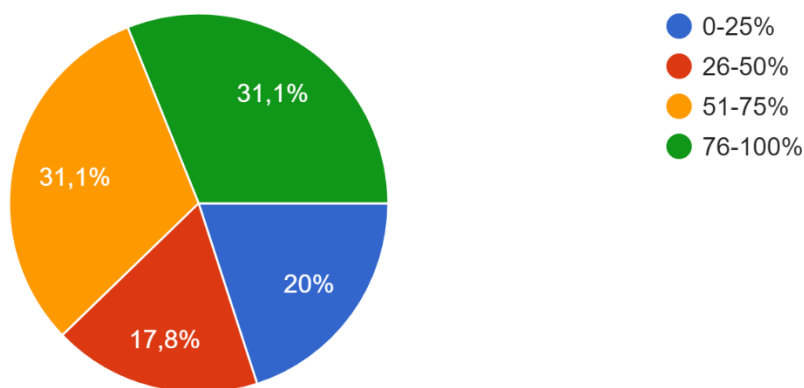
The twelfth question focused on what percentage of their teaching is devoted to pronunciation instruction every week. From the answers turned out that most of the teachers, that are 16, devote 51-75% to pronunciation instruction every week. On the other hand 11 teachers answered that they devote only 0-25% of their teaching to pronunciation instruction.

Diagram 3.3.5 What percentage of your teaching is devoted to pronunciation instruction every week?



In connection with the previous question the thirteenth question investigated that what percentage of their teaching would they like to devote to pronunciation instruction every week, Most of the teachers would like to devote 76-100% to pronunciation instruction.

Diagram 3.3.6 What percentage of your teaching would you like to devote to pronunciation instruction every week?



The following question examined that how often do the teachers use pronunciation activities and games on their lessons. From the answers turned out that only 5 participants uses them on their lessons always, 16 of them uses pronunciation activities and games often, and the others use pronunciation activities rather rarely.

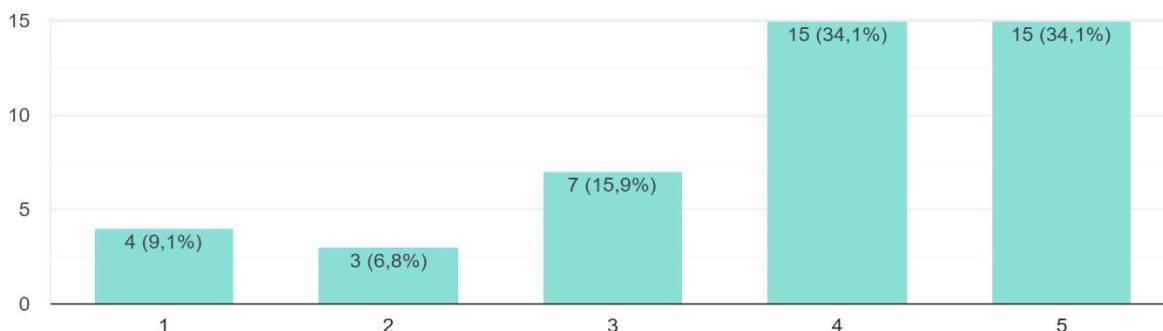
The next two questions was focused on Tongue Twisters, as a pronunciation teaching game. Most of the teachers said that they sometimes use Tongue Twisters on their lessons to improve their students pronunciation, 16 of them uses these activities often, 4 of them always and 7 of them never uses Tongue Twisters on their lessons.

In case of its effectiveness in improving pronunciation, most of the teachers consider Tongue Twisters to be effective, and only 8 of them think that it is not effective at all.

The following two question dealt with the Rhyming Pair Games, as a pronunciation teaching activity. We can see that 22 of the teachers use this activity often on their lessons, 13 of them uses Rhyming Pairs sometimes.

On the effectiveness of the Rhyming Pair activities the opinions were divisible. We can see on the diagram, that most of the teachers considering these activities to be very effective, but also 7 participants consider the Rhyming Pair Games to be not effective at all.

Diagram 3.3.7 How effective do you consider Rhyming Pair Games in improving pronunciation?



In the connection with Sound Picture activities we can see that 53,3% of the teachers who participated are often using these activities on their lessons, and 6,7% of the participants said that they always use these activities on their lessons as pronunciation improving activities.

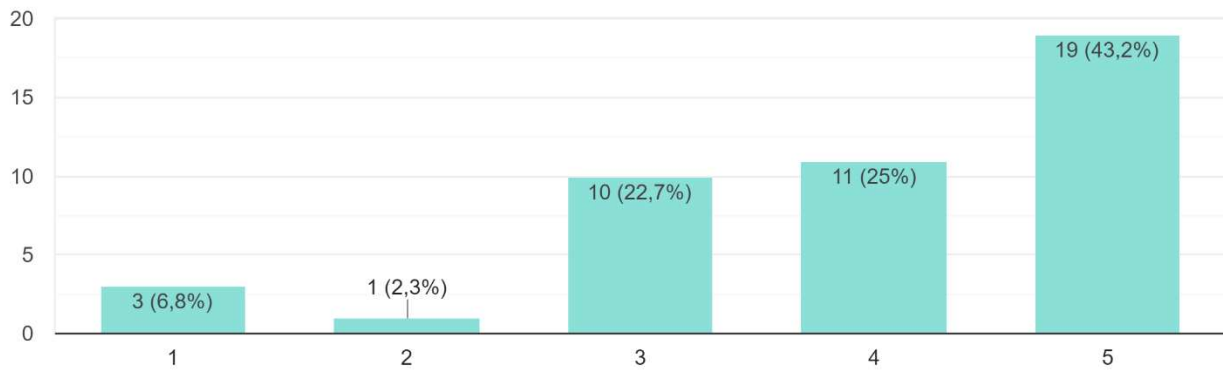
According to its effectiveness, the thoughts were different. From 42 answers 14 participants consider the Sound Picture games to be very effective in improving pronunciation, 16 consider them to be effective, 8 consider them to be somewhat effective, and 6 considered them to be not effective at all.

The next two questiones examined the usage and the effectiveness of the so called “Odd-one-out” activities. As we can see on the diagram, this activity is also widely used among the participants. 55,6% of the teachers use these activities very often, 28,9% use these activities sometimes, but we also have participants who do not use them at all.

In case of the effectiveness of the “Odd-one-out” activities the overwhelming majority had good experiences on improving students’ pronunciation.

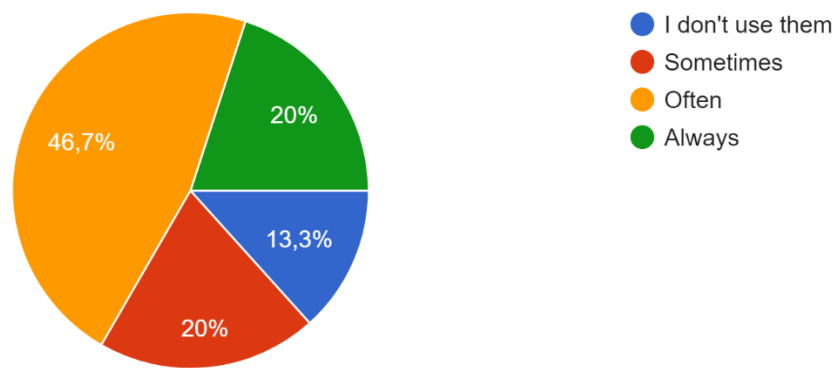
The next two questions dealt with Songs as pronunciation improving activities. The majority of the participants use Songs on their lessons as pronunciation improving activities, and in case of their effectiveness, we can see that 19 teachers consider them to be very effective, and 11 and 10 teachers also think that singing and listening to songs can be somewhat effective in improving the learners’ pronunciation.

Diagram 3.3.8: How effective do you find listening to - and singing Songs in improving pronunciation?



The next two questions examines the frequency of the usage of the Audio Stories as pronunciation improving activities. As we can see on the diagram 20% of the teachers who participated always use the Audio Stories activities on their lessons, 46,7% often use them, 20% sometimes uses them and 13,3% are not using them at all.

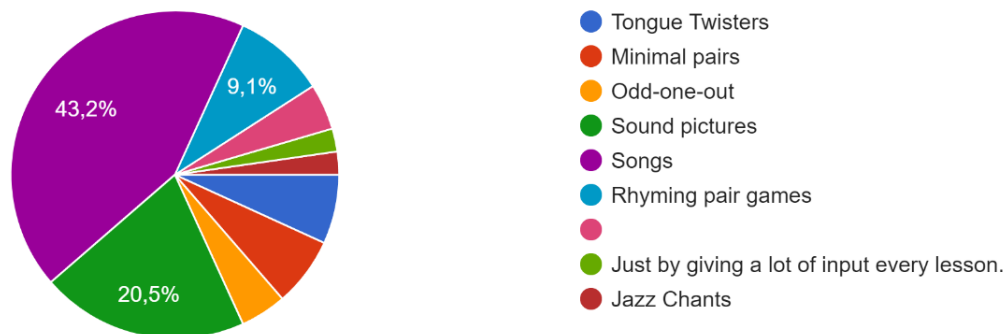
Diagram 3.3.9 How often do you use Audio Stories on your lessons?



In case of its effectiveness the results were great, because the overwhelming majority of the participants consider them to be very effective in improving the learners' pronunciation.

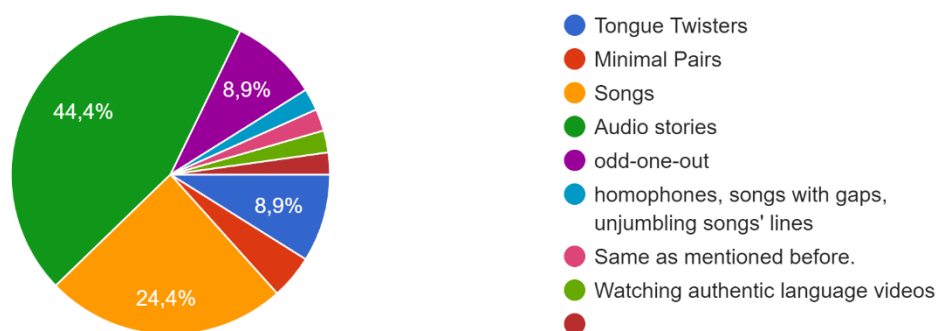
The next question was a multiple choice question, about the most effective and most suitable activity for elementary learners. 43,2% of the participants think that Songs can be the most effective and suitable activity, and 20,5% think that Sound Pirture activities are also a good choice for elementary learners. Than we also have votes on Rhyming Pair Games, Tongue Twisters, Minimal Pairs and also on Odd-one-out.

Diagram 3.3.10 Which pronunciation activity do you consider to be the most effective and suitable for elementary learners?



The next question was also multiple choice, which dealt with the most effective and most suitable activities for intermediate learners. The majority of the participants that is 44,4% consider Audio Stories to be the most effective and suitable for the intermediate learners. Another 24,4% of the participants think that Songs are also very effective and suitable activities for improving pronunciation. However, there are votes on Odd-one-out and Tongue Twisters.

Diagram 3.3.11 Which pronunciation activity do you consider to be the most effective and suitable for intermediate learners?



And finally, the last question a short answer question, which was on pronunciation improving activities which are also used among teachers, but was not mentioned in this questionnaire. The participants added Read-alouds, Films, Listening to native speakers, Right or Left, and Poetry reading.

3.5 Results and Consequences

To sum up, the results of this questionnaire shows that a great number of teachers have experience in using these pronunciation improving activities, they use them very frequently on their lessons, and they also experienced their effectiveness in teaching.

According to the results of the questionnaire, most of these pronunciation activities are frequently used and are highly effective in the opinion of the participants.

The results also show that some of these activities are not used by the teachers on their lessons, because they do not consider them to be effective.

CONCLUSION

Participating in games and activities that focus on pronunciation can help students become more aware of their communication skills. While not all students will find pronunciation games enjoyable or helpful, many do, particularly those who want to increase the clarity and understandability of their English sounds. This is valid for all types of students, including those who are academically focused and adult learners. While teaching advanced students to read nursery rhymes or solve puzzles may not be their ultimate objective, creating a secure, encouraging atmosphere for kids to practice pronunciation is crucial to boosting their self-confidence.

Pronunciation is an important element of communication that should be taught in the classroom. EFL teachers should pay attention to the requirements and capacities of their students and incorporate pronunciation into their oral skills and other English programs, emphasizing both segmental and supra-segmental aspects. EFL teachers should encourage their students to pronounce English words correctly and emphasize the importance of pronunciation in their lectures. Because changing negative habits in English pronunciation is a long-term process that takes time, EFL teachers should help their students in improving their own pronunciation and speaking skills both within and outside the classroom. When teaching pronunciation, teachers should employ a variety of techniques and methods.

The First part of the thesis discussed the theoretical concepts of the elements of pronunciation and its importance of being taught. Besides this, the factors that can influence pronunciation learning was discussed. These factors are: the learner's age, motivation, aptitude and personality, teaching methods and quality, and the effect of the learner's first language.

The second part of the thesis focused on the methods and approaches that are helpful in teaching pronunciation. Therefore, pronunciation teaching techniques were also described, such as: drilling, chaining, listening and reading. Besides this, a range of pronunciation activities and games were described, and the positive effects of the games in improving learner's pronunciation were enumerated.

It is stated that there are three significant approaches to teach pronunciation namely analytic-linguistic approach, intuitive-imitative approach and integrative approach. The mentioned approaches are associated with different methods of language teaching.

In the Third part of the paper a research has been made on the effectiveness of pronunciation activities on teaching English in different age groups. The aim of the research was to get an insight into the teachers' views on different pronunciation activities, whether they are

effective or not. The result showed that most of the teachers pay much attention on the learner's pronunciation improvement, and most of the teachers use a range of pronunciation activities on their English lessons. Therefore, there were questions which cleared out the teachers' opinions about different pronunciation activities, and whether they use them or not. The results were summarized and from the teachers' answers turned out, that the most appropriate pronunciation activities for the elementary learners are: Tongue Twisters, Songs and Rhyming Pair games. However, based on the answers, the most appropriate pronunciation activities for the intermediate learner are: Songs and Audio Stories.

Based on the outcomes of the research we can conclude, that pronunciation activities are widely used among teachers in Transcarpathia. Most of these activities can improve the learners' pronunciation. Teachers pay a lot of attention on their students' pronunciation, and they try to improve it in the most enjoyable ways, that are activities.

Activities and games are very helpful both for the learner and the teacher. It helps to build better class relationship and encourage class participation, therefore language learning will be enjoyable and challenging, but not threatening. Besides these facts, it also helps the learners to overcome their shyness about using the language.

Finally, we believe that using games and activities to teach pronunciation can be beneficial to learners of any language. Though it is beyond the scope of this paper to investigate the effectiveness of pronunciation activities and finding techniques to introduce games into foreign language classrooms could help students become more confident speakers in those language

REFERENCE LIST

1. Adibpour, M., & Jam, B. (2014). *Intuitive-imitative approach versus analytic-linguistic Approach toward teaching /T/, /Δ/, and /w/ to Iranian students*. *Procedia – Social and Behavioral Sciences*, 98, 758.
2. Briceño, V. G. (2019), *Diphthong*. Retrieved: 13 May, 2022.
3. Brown, A. (2014) *Pronunciation and Phonetics. A Practical Guide for English Language Teachers*. Routledge.
4. Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide*. Hong Kong: Cambridge University Press.
5. Crystal, D. (2003) *English as a Global Language, 2nd edition*. Cambridge University Press.
6. Djohar, M. (2018) *The Role of Audio Stories in Enhancing EFL Learners' Pronunciation*, Relizare University.
7. Ek, J.(2016). *Audio Storytelling in Today's Visual World :The necessary components of a successful sounds scape for an audio play* . Edinburgh.
8. Fraser, H. (1999) *ESL Pronunciation Teaching: Could it be More Effective?* University of New England, Armidale, NSW.
9. Gerard, K. (2000) *How to Teach Pronunciation*, UK: Pearson Education Limited
10. Gilbert, J. B. (2008) *Teaching Pronunciation Using Prosody Pyramid*. New York, Cambridge University Press.
11. Hancock, M. (1996) *Pronunciation Games*, Cambridge University Press.
12. Hismanoglu, M., & Hismanoglu, S. (2010). *Language teachers' preferences of pronunciation teaching techniques: Traditional or modern?* *Procedia Social and Behavioural Sciences*.
13. Jahan, N. (2011) *Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh*. *Journal of Education and Practice*.
14. Joyce, K (2009) *The Tongue Twister Game*. *British Council*. teachingenglish.org.uk
15. Kenworthy, J. (1987) *Teaching English Pronunciation*, Longman Inc. New York, USA.
16. Lasi, F. (2020) *A Study on the Ability of Suprasegmental and Segmental Aspects in English Pronunciation*. Universitas Timori.
17. Lindsay, P. (2000) *Teaching English Worldwide*. California, Alta Book Center Publishers.
18. Lőrincz, M. (2020) *Methods of Foreign Language Teaching*, Part 1.
19. Mortinec, E. (2019) *The effectiveness of pronunciation teaching activities*.

20. Nunan, D. (1991) *Language Teaching Methodology*. UK: Prentice Hall International LTD.
21. Pourhosein, G. A. (2012) *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instructions*. International Journal of Humanities and Social Science.
22. Pourhosein, G. A. (2016) *How can EFL Teachers Help EFL Learners Improve their English Pronunciation?* Journal of Language Teaching Research, Vol. 7. No. 5.
23. Purwanto, A. (2019) *Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices*, Journal of English Language Teaching, Vol. 3, Issue 2.
24. Ransom, S. (2018) *Practice Pronunciation with Tongue Twisters*.
25. Reza, A. M. (2018) *The Superiority and the History of English Language Pronunciation Teaching*. Annals of Language and Literature, Vol. 2.
26. Seidlhofer, B. (1992), *Appropriate units in Pronunciation teaching*, inter. journal of linguistics (5),135-146
27. Sharma, L. R. (2021) *Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English*. Interdisciplinary Research in Education, Vol. 6.
28. Susanti, L. (2019) *Improving Students' Pronunciation Ability using Odd-One-Out Game*. State Institute of Islamic Studies, Bengkulu.
29. Terminusuppats, E.(2008). *How do I pronounce this word? Strategies used among Swedish Swedish learners of English when pronouncing unfamiliar words*. (Unpublished MA thesis. Estetisk-filosofiskafakulteten). Karlstad: Karlstad University.
30. Underhill, H. A. (2005) *Sound Foundations. Learning and Teaching Pronunciation*. Macmillan Publishers.
31. Villalobos, N. U. (2008) *Using Songs to Improve EFL Students' Pronunciation*, National University of Costa Rica.
32. Yates, L. (2002) *Fact Sheet – What is Pronunciation?* AMEP Research Centre.
33. Yates L, Zielinski, B. et. al (2009) *Pronunciation Myths*. University of Michigan Press,
34. Yoshida, M. T. (2016) *Beyond Repeat After Me: Teaching Pronunciation to English Learners*. TESOL Press.

РЕЗЮМЕ

Участь в іграх і заходах, які зосереджені на вимові, можуть допомогти учням краще зрозуміти свої навички спілкування. Хоча не всі студенти знайдуть ігри з вимови приємними або корисними, багато хто вважає їх, особливо ті, хто хоче підвищити чіткість і зрозумілість своїх англійських звуків. Це стосується всіх типів учнів, у тому числі тих, хто зосереджений на навчанні, і дорослих учнів. Хоча навчити студентів просунутого рівня читати дитячі віршики чи розгадувати головоломки не може бути їхньою кінцевою метою, створення безпечної, заохочувальної атмосфери для дітей, щоб тренувати вимову, має вирішальне значення для підвищення їхньої впевненості в собі.

Вимова є важливим елементом спілкування, якому слід вчитися в класі. Вчителі англійської іноземної мови повинні звертати увагу на вимоги та здібності своїх студентів і включати вимову в свої навички усної мови та інші програми з англійської мови, наголошуючи як на сегментних, так і над сегментних аспектах. Учителі англійської мови повинні заохочувати своїх студентів правильно вимовляти англійські слова та підкреслювати важливість вимови в своїх лекціях. Оскільки зміна негативних звичок у вимові англійської мови є довготривалим процесом, який вимагає часу, вчителі повинні допомагати своїм учням покращувати власну вимову та розмовні навички як у класі, так і поза ним. Навчаючи вимові, вчителі повинні використовувати різноманітні прийоми та методи.

У першій частині статті розглянуто теоретичні уявлення про елементи вимови та важливість їх навчання. Крім того, обговорювалися фактори, які можуть вплинути на навчання вимови. Такими факторами є: вік учня, мотивація, здібності та особистість, методи та якість навчання, а також вплив рідної мови учня.

Друга частина статті присвячена методам і підходам, які допомагають навчати вимові. Тому також були описані прийоми навчання вимови, такі як: муштрування, ланцюжок, аудіювання та читання. Крім цього, було описано низку вимовних заходів та ігор, а також перераховано позитивний вплив ігор на покращення вимови учнів.

Зазначено, що існують три значущі підходи до навчання вимові, а саме аналітико-лінгвістичний підхід, інтуїтивно-імітативний підхід та інтегративний підхід. Зазначені підходи пов'язані з різними методами навчання мови.

У третій частині роботи мною проведено дослідження ефективності вимовної діяльності з навчання англійської мови в різних вікових групах. Мета дослідження полягала

в тому, щоб зрозуміти погляди вчителів на різні види вимови, незалежно від того, ефективні вони чи ні. Результат показав, що більшість вчителів приділяють велику увагу вдосконаленню вимови учня, а більшість вчителів на уроках англійської мови використовують різноманітні вимовні вправи. Тому виникли запитання, які з'ясували думку вчителів щодо різних вимовних дій, чи використовують вони їх чи ні. Результати були узагальнені, і з відповідей вчителів з'ясувалося, що для учнів початкової школи найбільш підходящою вимовою є: скоромовки, пісні та ігри на римування. Однак, виходячи з відповідей, найбільш підходящою вимовою для учня середнього рівня є: Пісні та аудіо розповіді.

За результатами дослідження можна зробити висновок, що вимовна діяльність широко використовується серед вчителів Закарпаття. Більшість із цих заходів можуть покращити вимову учнів. Вчителі приділяють багато уваги вимові своїх учнів і намагаються покращити її найприємнішими способами, тобто заходами.

Заняття та ігри дуже корисні як для учня, так і для вчителя. Це допомагає побудувати кращі відносини в класі та заохочувати участь у класі, тому вивчення мови буде приємним і складним, але не загрозливим. Крім цих фактів, це також допомагає учням подолати свою сором'язливість щодо використання мови.

Нарешті, ми вважаємо, що використання ігор та заходів для навчання вимові може бути корисним для тих, хто вивчає будь-яку мову. Хоча дослідження ефективності вимовної діяльності виходить за рамки цієї статті, а пошук прийомів для введення ігор у класи іноземної мови може допомогти учням стати впевненішими носіями цих мов.

APPENDIX

The questionnaire is used to collect data for my research on “The Effectiveness of Pronunciation Activities on Teaching English in Different Age Groups”. I would like to assure that your responses will be kept anonymous and confidential and no other than the research himself will have access to your responses. Thank you in advance for your time and cooperation.

Yours sincerely,

Emília Bocskor

1. Your gender:
 - Male
 - Female
 - Other

2. Your highest academic qualification:
 - Bachelor’s degree
 - Master’s degree
 - Doctorate

3. How long have you been working as an English teacher?
 - 1-5 years
 - 6-10 years
 - 11-19 years
 - 20+ years

4. Teaching correct pronunciation for my students is important for me.
Not important **1 2 3 4 5** Very important

5. On the lessons I pay much attention to learner's pronunciation development.
Strongly Disagree **1 2 3 4 5** Strongly Agree

6. My students generally have good pronunciation.
Strongly Disagree **1 2 3 4 5** Strongly Agree

7. The aim of learning English pronunciation is to achieve a native-like accent.
Strongly Disagree **1 2 3 4 5** Strongly Agree
8. I focus explicitly on pronunciation in my English lessons.
Strongly Disagree **1 2 3 4 5** Strongly Agree
9. I plan lessons where the main focus is on pronunciation.
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
10. I use phonetic symbols to teach my students pronunciation.
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
11. My pronunciation model (when I speak) is:
- General American
 - Received Pronunciation
 - No particular model
12. What percentage of your teaching is devoted to pronunciation instruction every week?
- 0-25%
 - 26-50%
 - 51-75%
 - 76-100%
13. What percentage of your teaching would you like to devote to pronunciation instruction every week?

- 0-25%
- 26-50%
- 51-75%
- 76-100%

14. How often do you use pronunciation activities and games on your lessons?

- Never
- Rarely
- Sometimes
- Often
- Always

15. Mostly, I use a range of pronunciation activities on the lessons.

Strongly Disagree **1 2 3 4 5** Strongly Agree

16. How often do you use Tongue Twister games on your lesson?

- I don't use them
- Sometimes
- Often
- Always

17. How effective do you find Tongue Twisters in improving pronunciation?

Not effective **1 2 3 4 5** Very effective

18. How often do you use Rhyming Pair Games on your lesson?

- I don't use them
- Sometimes
- Often
- Always

19. How effective do you consider Rhyming Pair Games in improving pronunciation?

Not effective **1 2 3 4 5** Very effective

20. How often do you use Sound Picture activities on your lessons?

- I don't use them
- Sometimes
- Often
- Always

21. How effective do you find Sound Picture activities in improving pronunciation?
Not effective **1 2 3 4 5** Very effective

22. How often do you use "Odd-one-out" activities on your lesson?

- I don't use them
- Sometimes
- Often
- Always

23. How effective do you find "Odd-one-out" activities in improving pronunciation?
Not effective **1 2 3 4 5** Very effective

24. How often do you use Songs as pronunciation activities on your lessons?

- I don't use them
- Sometimes
- Often
- Always

25. How effective do you find listening to - and singing Songs in improving pronunciation?
Not effective **1 2 3 4 5** Very effective

26. How often do you use Audio Stories on your lessons?

- I don't use them
- Sometimes
- Often
- Always

27. How effective do you find Audio Stories in improving pronunciation?
Not effective **1 2 3 4 5** Very effective

28. Which pronunciation activity do you consider to be the most effective and suitable for elementary learners?

- Tongue Twisters
- Minimal Pairs
- Odd-one-out
- Sound pictures
- Songs
- Rhyming Pair Games
- Other:

29. Which pronunciation activity do you consider to be the most effective and suitable for intermediate learners?

- Tongue Twisters
- Minimal Pairs
- Songs
- Audio Stories
- Odd-one-out
- Other:

30. What other pronunciation improving activities do you use, that were not mentioned in this questionnaire?

Short answer:

Ім'я користувача:
Каталін Гнатик

Дата перевірки:
15.05.2023 09:22:30 CEST

Дата звіту:
20.05.2023 15:22:32 CEST

ID перевірки:
1015079007

Тип перевірки:
Doc vs Internet + Library

ID користувача:
100011753

Назва документа: Bachelors-Thesis-Emilia-Bocskor-2023. végső

Кількість сторінок: 53 Кількість слів: 15724 Кількість символів: 108448 Розмір файлу: 1.35 MB ID файлу: 1014764290

18.6% Схожість

Найбільша схожість: 3.55% з Інтернет-джерелом (<https://docplayer.net/21733792-Fact-sheet-what-is-pronunciation.html>)

18.6% Джерела з Інтернету

491

Сторінка 55

Не знайдено джерел з Бібліотеки

3.88% Цитат

Цитати

22

Сторінка 56

Посилання

1

Сторінка 57

1.81% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за 8 слів та 0%)

1.62% Вилучення з Інтернету

92

Сторінка 58

1.8% Вилученого тексту з Бібліотеки

113

Сторінка 59