



EFFECTIVE METHOD FOR TEACHING ENGLISH PRONUNCIATION

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Abstract: The present study explores effective methods for teaching English pronunciation with a focus on improving learners' intelligibility, fluency, and communicative competence. In contemporary language education, pronunciation is increasingly recognized as a crucial component of oral communication rather than a secondary skill. However, many learners experience persistent difficulties due to the influence of their native language, limited exposure to authentic input, and insufficient phonetic training. This research aims to identify and analyse practical, learner-cantered approaches that facilitate the acquisition of accurate pronunciation. The study highlights the importance of integrating segmental features (such as vowels and consonants) with suprasegmental aspects, including stress, rhythm, and intonation. Particular attention is given to communicative and task-based approaches, which allow learners to practice pronunciation in meaningful contexts rather than through isolated drills. The methodology is based on a qualitative analysis of contemporary teaching techniques, including the use of multimedia tools, phonetic training exercises, repetition and imitation strategies, and interactive activities.

Keywords: English pronunciation, pronunciation teaching, teaching methods, phonetic training, intelligibility.

Introduction

Effective methods for teaching English pronunciation play a significant role in modern language education, as pronunciation directly influences learners' ability to communicate clearly and confidently. It is not only a technical aspect of language, but also an essential tool for expressing meaning, emotions, and intentions in spoken interaction. In English language teaching, pronunciation is widely applied in classroom communication, speaking activities, and real-life conversations. However, despite its importance, many learners face difficulties in mastering pronunciation due to differences between their native language and the English phonological system. This section focuses on the analysis of effective methods for teaching English pronunciation,



aiming to identify their advantages and their role in improving communicative competence. From a pedagogical perspective, pronunciation teaching reflects both linguistic and communicative processes. It helps learners develop intelligible speech and avoid misunderstandings in communication. For example, incorrect pronunciation of minimal pairs such as “*ship*” and “*sheep*”, or “*bit*” and “*beat*”, may lead to confusion in meaning. Therefore, teaching pronunciation effectively is essential for achieving clarity in spoken English. This study mainly focuses on practical teaching methods rather than only theoretical explanations of phonetics.

The study of pronunciation teaching methods allows researchers to examine how different approaches support learners’ speaking development. In modern classrooms, various techniques are used, including repetition drills, phonetic exercises, communicative activities, and technology-based tools. For instance, repetition and imitation techniques help learners practice sounds such as /θ/ in “*think*” or /ð/ in “*this*”, which are often difficult for Uzbek learners. Similarly, communicative tasks such as role-plays or dialogues encourage students to use correct stress and intonation patterns in context, for example in sentences like “*I didn’t say he stole the money*”, where meaning changes depending on stress placement. From a methodological perspective, analysing effective pronunciation teaching methods helps identify the most appropriate strategies for different learning contexts. This approach makes it possible to combine traditional and modern techniques into a balanced system. For example, traditional phonetic drills can be supported by modern tools such as speech recognition applications or audio recordings, allowing learners to compare their pronunciation with native speakers. As a result, effective pronunciation teaching not only improves speech clarity but also increases learners’ confidence and their ability to participate successfully in communication.

Methodology

This study is based on a descriptive and comparative research methodology aimed at analysing effective methods for teaching English pronunciation. The research focuses on different instructional techniques used in language classrooms, including traditional phonetic drills, communicative activities, and technology-assisted learning tools. The data for the study were collected from academic literature, teaching materials, and practical classroom observations related to pronunciation teaching. The research applies a pedagogical and phonological approach in order to examine how pronunciation is taught and acquired by learners. Both segmental features (such as vowels and consonants) and suprasegmental features (such as stress, rhythm, and intonation) are analysed. For example, segmental analysis includes sounds like



/p/ and /b/ in “pat” vs “bat”, while suprasegmental analysis focuses on stress differences in words like “record” (noun) and “record” (verb). This approach helps to identify common pronunciation difficulties and effective ways to overcome them.

Comparative analysis is used to evaluate the effectiveness of different teaching methods. Traditional methods such as repetition, drilling, and minimal pair practice are compared with modern communicative and task-based approaches. For instance, minimal pair exercises like “ship–sheep” or “live–leave” are used to improve sound distinction, while role-play activities encourage learners to apply correct pronunciation in real-life communication. Additionally, the study examines the use of technological tools, such as audio recordings, pronunciation apps, and speech recognition software, which allow learners to receive immediate feedback and improve their pronunciation independently. The study also employs qualitative analysis, as the main objective is to interpret and explain the effectiveness of pronunciation teaching methods rather than to measure them statistically. Classroom practices are analysed to observe how learners respond to different techniques and which methods lead to better pronunciation outcomes. For example, learners who regularly practice with audio materials and receive corrective feedback tend to show improvement in both accuracy and fluency.

Having analysed the different teaching methods, the study aims to identify a balanced approach that combines traditional and modern techniques. It is assumed that integrating drills with communicative practice and technological support can significantly enhance learners’ pronunciation skills. This integrated methodology allows learners not only to produce sounds correctly but also to use them effectively in real communication.

The research adopts a pedagogical and phonological framework to examine how pronunciation is taught and acquired. In this regard, both segmental features (individual sounds) and suprasegmental features (stress, rhythm, and intonation) are analyzed systematically. For example, segmental analysis includes sound contrasts such as “pen” vs “pan” or “rice” vs “lice”, while suprasegmental analysis focuses on stress patterns in sentences like “She didn’t CALL you” vs “She didn’t call YOU”, where meaning changes depending on emphasis.

1. Classification of Teaching Methods

The study categorizes pronunciation teaching methods into three main groups:

Method Type	Description	Example
Traditional methods	Focus on accuracy,	Repeating sounds:



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Method Type	Description	Example
	repetition, and drills	/θ/ → “think, thank, thin”
Communicative methods	Focus on real-life interaction and fluency	Role-play conversations
Technology-based methods	Use digital tools and feedback systems	Using apps like speech recognition

The methodology distinguishes between two major aspects of pronunciation:

VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy		
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my		
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by [EnglishClub.com](https://www.englishclub.com)

4. Segmental features include vowels and consonants. These are taught through:

- Minimal pairs

ship – sheep

bit – beat

- Sound articulation practice

Example:



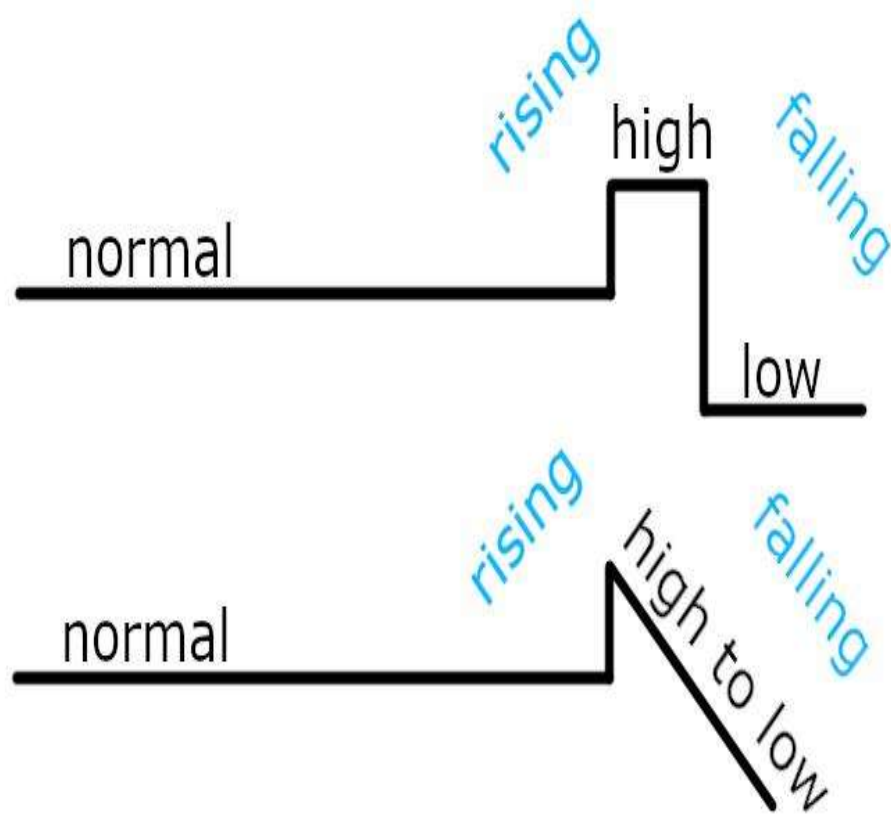
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/θ/ → *think*

/ð/ → *this*

These exercises help learners distinguish similar sounds and improve clarity.





NOUNS

Contract

Desert

Export

Insult

Permit

Project

Present

Record

Suspect

VERBS

Contract

Desert

Export

Insult

Permit

Project

Present

Record

Suspect

4

Suprasegmental features are essential for natural speech:

- Word stress

REcord (noun) vs *reCORD* (verb)



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- Sentence stress

I didn't SAY he stole the money

- Intonation patterns

Rising: questions

Falling: statements

These elements are practiced through dialogues and real communication tasks.

2. Comparative Method Analysis

The research compares different teaching methods based on effectiveness:

Method	Strengths	Weaknesses
Drilling	Improves accuracy	Lacks communication
Communicative tasks	Improves fluency	May ignore accuracy
Technology tools	Provides feedback	Requires resources

For example:

- Drilling helps pronounce “three” correctly
- Role-play helps use it naturally:

“I have three books”

3. Use of Technology in Pronunciation Teaching

Modern methodology includes digital tools:

- Audio recordings (native speaker models)
- Speech recognition software
- Mobile applications

Example:

Learners record their speech and compare it with native pronunciation.

4. Qualitative Analysis

The study uses qualitative analysis to observe learner performance:

- Improvement in sound accuracy
- Better stress and intonation use
- Increased speaking confidence

For example, students using **audio + feedback** show faster improvement than those using only textbooks.

5. Integrated Teaching Approach

Based on the analysis, the study proposes a **combined method**:

Stage	Method	Purpose
1	Drilling	Learn sounds



	Stage	Method	Purpose
2	Stage	Practice	Use in words
3	Stage	Communication	Use in speech

Example progression:

1. /θ/ → *think*
2. Sentence → *I think it's good*
3. Dialogue → Real conversation

Conclusion

In conclusion, the present study has demonstrated that effective methods for teaching English pronunciation play a crucial role in developing learners' communicative competence. Pronunciation is not merely a technical aspect of language, but a fundamental component of clear and meaningful communication. The findings of this research confirm that difficulties in pronunciation are mainly caused by differences between learners' native language and the English phonological system, as well as insufficient exposure to practical pronunciation training. The analysis of various teaching methods has shown that both segmental features (such as vowels and consonants) and suprasegmental features (such as stress, rhythm, and intonation) must be taught in an integrated way. For example, mastering sound distinctions like “*ship*” and “*sheep*” improves accuracy, while correct use of stress and intonation enhances overall speech naturalness and understanding. Therefore, focusing only on individual sounds is not enough; learners must also develop the ability to use pronunciation features in real communicative contexts.

Furthermore, the comparative analysis of teaching methods indicates that traditional techniques, such as repetition and drilling, are effective for improving accuracy, while communicative and task-based approaches are more beneficial for developing fluency and real-life language use. In addition, the integration of technological tools, such as audio recordings and speech recognition applications, significantly enhances pronunciation learning by providing immediate feedback and opportunities for self-assessment. The study also highlights the importance of a balanced and integrated teaching approach. Combining traditional phonetic exercises with communicative practice and technology-based tools creates a more effective learning environment. For instance, learners who practice pronunciation through both drills and interactive speaking activities tend to show greater improvement in clarity, confidence, and fluency.

Overall, it can be concluded that successful pronunciation teaching requires a systematic, flexible, and learner-cantered approach. By applying a



combination of methods and adapting them to learners' needs, teachers can significantly improve pronunciation outcomes.

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