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ENGLISH PRONUNCIATION”**

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Metodologías Comunicativas del Idioma Inglés”**

**Línea de investigación: Pronunciación y aspectos prosódicos en el inter-aprendizaje  
del idioma Inglés**

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Tema:

**PRACTICAL ACTIVITIES TO MOTIVATE STUDENTS TO IMPROVE  
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## RESUMEN

Como sabemos, la Pronunciación del idioma Inglés es un aspecto esencial que ha sido relegado a un rol secundario en el proceso de enseñanza aprendizaje, y aún excluido del plan de estudios o currículo.

La meta principal del presente trabajo es motivar a los profesores y estudiantes para mejorar su Pronunciación usando actividades prácticas que serán divertidas y útiles para lograr este objetivo.

En el primer capítulo se presenta una visión interesante sobre la Lingüística, el Lenguaje, el Habla y el idioma Inglés, que incluye antecedentes, importancia y diferencias entre Lenguaje y Habla.

En el segundo capítulo es posible encontrar algunos aspectos esenciales de la Pronunciación como los siguientes: definición, importancia de una buena pronunciación, una reflexión acerca de cuan descuidada está la Pronunciación por parte de los planes de estudio y los profesores, factores que afectan el aprendizaje de la Pronunciación, algunos principios esenciales para la enseñanza de una Pronunciación significativa y comunicativa y algunos consejos para motivar a los estudiantes a mejorar su Pronunciación.

En el tercer capítulo se presentan varias actividades para practicar y mejorar la Pronunciación del idioma Inglés.

## ABSTRACT

As we know, English language Pronunciation is an essential aspect that has been relegated to a secondary role in the teaching learning process, and even excluded from the syllabus or curriculum.

The principal goal of the present work is to encourage teachers and students to improve their pronunciation by using practical activities which will be fun and useful in order to obtain this objective.

In the first chapter an interesting vision about Linguistics is presented, Language, Speech and English language, including background, importance and differences between Language and Speech.

In the second chapter it is possible to find some essential facts of Pronunciation like the following: definition, importance of good Pronunciation, a reflection about how neglected is Pronunciation by syllabus and teachers, factors that affect Pronunciation learning, some essential principles for teaching a meaningful and communicative Pronunciation and some advice to motivate students to enhance their Pronunciation.

In the third chapter are presented some activities in order to practice and improve English language Pronunciation.

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## INTRODUCTION

Our experience as English teachers reveals that pronunciation work has traditionally taken a “secondary role”, in order to emphasize in grammar, reading or writing. There are some reasons, one maybe the lack of clear guidelines and rules available in course books and the fact that isolated exercises do not seem to have a positive effect in students.

In addition, there is an absence or exclusion of English Foreign Language pronunciation from the syllabus, maybe because curriculum/syllabus designers have overlooked its importance and it is difficult to say if deliberately or ignorantly.

Moreover, the materials and books used to teach/learn EFL do not usually contain pronunciation components and lessons. Many teachers do not possess useful strategies or techniques for teaching pronunciation; and even more, we often lack the basic knowledge of articulatory phonetics. As a result, a lot of English teachers offer their students only rudimentary advice about Pronunciation.

We really have a great challenge: to do many changes in order to introduce real pronunciation activities in classrooms and not in eventual way but permanently. First of all, teachers must be conscious about our possible mistakes in Pronunciation to instruct correctly, and in order to be able to encourage students to improve their Pronunciation.

## CHAPTER 1

### 1. Linguistics, Language, Speech, English language

#### 1.1. Linguistics

##### 1.1.1. Linguistics: Definition

“Language is central to our human nature and Linguistics is the systematic study of the structure and development of human language in general or of a particular language.

Linguists not only describe the diverse characteristics of individual languages but also seek to discover the deeper properties which all languages share”. (University of Cambridge-Department of Linguistics, 2010).

For many people, part of the attraction of Linguistics is that it transcends disciplinary boundaries, including notably the traditional boundary between the arts and sciences.

##### 1.1.2. Linguistics: Background

This is an abstract of what Pablo Mejía Maldonado affirms in his work “Pronunciation and Prosodic Elements”: The word Linguistics was first used in the middle of the 19<sup>th</sup> century to emphasize the difference between a newer approach to the study of language and the more traditional approach of philology.

Philology is also known as Historical Linguistics and it is a field of Linguistics that studies language change and language relationship.

The Indo-European language has been reconstructed by some important scholars such as Jacob Grimm, Franz Bopp and August Schleicher, between 1785 and 1868.

Eventually other language families, such as Sino-Tibetan (Chinese, Tibetan, Thai, Burmese, etc.) and Hamito-Semitic (ancient Egyptian, Hebrew, Babylonian, Arabic) also began to be studied and compared between them. The first to apply the comparative method to the study of native American languages was Franz Boas (1858-1942).

### **1.1.3. Fields and Hyphenated Fields of Linguistics**

Linguistics is composed of some fields, and most professional linguists become specialists in one or more of those fields. The major fields are the following:

**1.1.3.1. Phonetics.-** This is the study of speech sounds themselves. Phoneticians study both the production of speech sounds by the human speech organs (articulatory phonetics) and the properties of the sounds themselves (acoustics phonetics).

**1.1.3.2. Phonology.-** This is the study of the organization of language sounds. Phonologists are concerned with the contrast of sounds in one language but not another, the differences between sounds, the occurrence of sounds, etc.

**1.1.3.3. Morphology.-** This is the study of the make-up of words. Morphologists study the production of words, the changes of form of words, the roots and affixes of words, etc.

**1.1.3.4. Syntax.-** This is the study of how phrases and sentences larger than the word are constructed. Syntacticians study how the number of sentences we could utter be infinite in number even though the number of words in any language is finite, how can languages express the same thoughts even though they construct their sentences in different ways, how can a computer be programmed to analyze the structure of sentences, etc.

**1.1.3.5. Semantics.-** This is the study of meaning. Semanticians answer such questions as the following: How do we know what words mean? What is the basis of metaphors? or How many meanings can be found in a sentence?

In addition to these basic fields there are some “hyphenated” fields of Linguistics which use the “tools” of the basic fields. Some of these “hyphenated” fields are:

**1.1.3.6. Historical Linguistics.-** This is the study of how languages change over time, addressing such questions as why modern English is different from Old English and Middle English or what it means to say that English and German are more closely related to each other than English and French.

**1.1.3.7. Sociolinguistics.-** This is the study of how language is used in society, addressing such questions as what makes some dialects more prestigious than others, where slang comes from and why it arise, or what happens when two languages come together in bilingual communities.

**1.1.3.8. Psycholinguistics.-** Refers to the study of how language is processed in the mind, trying to answer some questions as how we can hear a string of language noises and make sense of them, how children can learn to speak and understand the language of their environment as quickly and effortlessly as they do, or how people with pathological language problems differ from people who have normal language.

**1.1.3.9. Neurolinguistics.-** This is the study of the actual encoding of language in the brain, addressing such questions as what parts of the brain different aspects of language are stored in, how language is actually stored, what goes on physically in the brain when language is processed, or how the brain compensates when certain areas are damaged.

**1.1.3.10. Computational Linguistics.-** Learning and understanding a language involves computing the properties of language that are described in Phonology, Syntax and Semantics from what is heard. The challenge of describing how this is possible connects linguistics with computational issues at a very fundamental level. How could syntactic structures be computed from spoken language, how are semantic relations recognized and how could these computational skills be acquired? are some of the questions that computational linguists attempt to answer. (www.humnet.ucla.edu. A summary of “The Field of Linguistics”)

## **1.2. Language**

### **1.2.1 Language: Definition**

“Language is the communication of thoughts and feelings through a system of arbitrary signals, such as voice, sounds, gestures or written symbols.

A language is also a particular kind of system for encoding and decoding information”. (American Heritage Dictionary).

### **1.2.2. Why languages change?**

“All languages have changed and change constantly through the history, and do so in many and varied ways, maybe because speakers tend to make their utterances as efficient and effective as possible to reach communicative goals.

Moreover, they try to reduce speech forms, this way speakers use economy in their articulation. In addition, speakers tend to reduce word forms by likening different forms of the word to the root. Languages also change because of the borrowing of words from foreign languages, according to the medium of communication and

according to the cultural environment, because groups of speakers will reflect new places, situations and objects in their language.

Thousands of languages are spoken around the world. Depending on how we count, including how we separate languages and dialects, we have uncovered something on the order of 6.000 or 7.000 distinct human languages”.

### **1.3. Speech**

#### **1.3.1. Speech: Definition**

“Humans express thoughts, feelings and ideas orally to one another through a series of complex movements that alter and mold the basic tone created by voice, into specific decodable sounds. Speech is produced by precisely coordinated muscle actions in the head neck, chest and abdomen. Speech development is a gradual process that requires years of practice.

Ultimately Speech is the vocalized form of human communication, base upon the syntactic combination of lexicals and names that are drawn from very large vocabularies. These vocabularies, the syntax which structures them and their set of speech sound units, differ creating the existence of many thousands of different types of mutually unintelligible human languages”. ([www.answers.com](http://www.answers.com))

#### **1.3.2. Why is speech important?**

“Man, it has been said, is the only animal, that can talk himself into trouble. He is also the only one that can talk himself out of it again. The ability to do either depends on speech, considered as the oral presentation of idea. Today, perhaps more than ever, the communication of ideas is essential in social life, politics, business and

even relationships. Effective speech can be extremely valuable for leaders, teachers, managers, preachers, etc.

Speaking in public requires subject matter pertinent to the occasion. Effective speech needs a high degree of self-confidence and a voice capable of expressing a variety of meanings.

We must remember that the most interesting talks grow out of personal feelings and experiences. Select a subject in which you are interested. Then consider how much interest it will have for an audience. Consider carefully the background and the main interest of the group you will speak to. An urban group, for instance, is not likely to be interested in the problem of crop rotation, seeds or land quality.

The only possible purpose of a speech is to get a favorable response, often-definite action, from your audience. Any speech must appeal to at least one fundamental human interest. Probably the most important human interest is the desire for security.

Every man desires recognition. He wants to be regarded as important. This motive is used to interest persons in such goals as good government, good schools, crime control, low price, and clean streets. Other human motives are loyalties, love, pity, fear, rivalry, and interest in struggle and conflict.

The ability to express thoughts clearly and concisely is important to whole concept of leadership. It is your chief means of adjustment to, and control of, your social environment. Those with whom you associated cannot read thoughts, so if you wish to convey your thoughts to them effectively, you must translate those thoughts into Speech. It follows then that you are concerned with the effect of speech on other

people". (Abdirahman Said Mohamed, 2003). Teachers need to get the attention of their students and want they maintain their interest in the topic they are studying. To get this goal, teachers must be conscious of the importance of good Speech, they also have to always select subjects which are interesting for learners. Moreover, they must become friends and permanent motivators for their students.

## **1.4. Differences between Language and Speech**

### **1.4.1. Language**

Anna Rooney in her article "Speech Therapy" affirms that "Language is made up of socially shared rules that include the following:

- What words mean ("star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (friend, friendly, unfriendly)
- How to put words together ("Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results).

### **1.4.2. Speech**

Speech is the verbal means of communicating. Speech consists of the following:

#### **1.4.2.1. Articulation**

How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").

### 1.4.2.2. Voice

Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

### 1.4.2.3. Fluency

The rhythm of speech (hesitations or stuttering can affect fluency) When a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings completely (expressive language), then he or she has a **language disorder**. When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a **speech disorder**".

Ultimately, **Language** refers to the fact that what idea is communicated in the message. For instance: **It is raining cats and dogs**. Meaning: **It is raining very hard**, while **Speech** refers to the fact of how a spoken message is communicated. For instance: **spoken English**.

## 1.5. English language

### 1.5.1. English language background

"The English language has evolved over hundreds of years. It is a Germanic language and part of the Indo - European family of languages.

It is a mixture of many languages and dialects over a long period of time. After the *withdrawal* of the Roman army from the British Isles there were waves of migrations and incomers from what is now Germany and Scandinavia. Germanic tribes; Angles, Frisians, Jutes and Saxons settled in what is south east England in great numbers from around 449AD. However contacts with these peoples would have begun at a much earlier date. Anglo-Saxon was akin to the Frisian language. It would be a

mistake to make sharp divisions as to the boundaries of the incomers and their dialects because of the nature of the successive waves of migration and settlement patterns. There are no documentary sources for the Germanic languages pre- the seventh century AD.

The influences of the early development of the language can be seen in place names. The influences of Germanic, Danish, Old Norse, Anglo-Saxon can be seen and developed through Old, Middle and Norman influences with Latin and some Greek influences.

By the third decade of the 19th century immigrants traveled to America in cotton ships not available to people. Therefore, many diseases known as the ship fever occurred in there.

Due to the fact that anyone could afford it, American's population begin to grow and grow. This exodus was not only to America but anywhere that showed promise. Once in America, people from the same country used to congregate and live altogether in certain cities.

Farming and industries were their occupation however some of these agricultural immigrants preferred to settle in cities, as the Jewish in New York. This city became the most cosmopolitan city by 1900, where eighty percent of its five million inhabitants were foreign born or their children.

When they were in New York they went to Castle Garden where facilities to all the immigrants were given. Lower-class immigrants lived in the lower east side in

terrible conditions, rounded by social deprivation and corrupted police; these factors made that one third of all immigrants returned to Europe.

Although immigrants group had their own theaters newspapers, schools, clubs; they had to learn English, in fact, local populace didn't preserve their mother tongue, and nowadays none in those towns can say more than a few words in his ancestors' tongue.

The development of the English language is still evolving today". (Charles Kenneth Thomas: "Phonetics of American English". starMedia.com. "American English General Historical Background")

### **1.5.2. The importance of English language**

The importance of English language is undeniable and has been treated for many authors all over the world, that is why have been reviewed various articles about this topic in order to obtain a summary. Some of these articles are ezinearticles.com; obolog.com; thestar.com and the article "The importance of English" written by Virgilio Bárcenas Samper.

Geographically, the most widespread language on Earth is English, and it is second only to Mandarin Chinese in the number of people who speak it. English is the national language of the United Kingdom, the United States, Australia, and New Zealand. It is one of the two national languages of Canada. It is an official or semiofficial language in many former and present British possessions such as South Africa, India, and Hong Kong.

As we know, it is highly essential to know the language for communication and, in general, the most popular language is English. In this computer age, English is the only language that anyone can understand.

If you know English it will be much easy to get a job anywhere in or out your country, to translate for a person or a group of people, to communicate with foreigners from all over the world.

Certainly, English has become the key instrument of globalization. What is paramount today is to know how to use the English language rather than just knowing it.

In addition, almost all the universities are conducting scientific studies through English medium. English is also essential for the advancement of knowledge and to further our studies. It is indispensable for higher scientific and technological studies.

## CHAPTER 2

### 2. Pronunciation

#### 2.1. Pronunciation: Definition

American Heritage Dictionary and Audioenglish.net.dictionary define Pronunciation as the manner in which someone utters a word. It is also the act or manner of pronouncing words; utterance of speech.

Another definition affirms that Pronunciation is a way of speaking a word, especially a way that is accepted or generally understood; it is considered like a graphic representation of the way a word is spoken, using phonetic symbols. The act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc.

Pronunciation is definitely the way in which someone speaks a foreign language.

#### 2.2. The importance of good Pronunciation

Having good pronunciation is, undoubtedly, an important component of the ability to communicate.

“More often than we can believe, people say that they don't care about having good pronunciation because they only want to communicate. They say they can communicate even with bad pronunciation. They find their communication skills satisfactory.

But perhaps native speakers find bad pronunciation unpleasant and hard to understand. If so, seen from their perspective, such communication is not satisfactory at all. Pronunciation is really one of the most difficult problems facing non-native

speakers of English. It is usually the largest obstacle to overcome when trying to achieve fluency. Many non-native speakers have studied grammar for many years but are unable to speak like native speakers due to their inability to pronounce the sounds of words properly.

Our pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary are important but useless if you are unable to pronounce those structures or words correctly. Also, native speakers are more likely to understand you, even if you make grammatical mistakes rather than if you make mistakes in pronunciation. Even the simplest words misspoken will keep you from effectively communicating with native English speakers.

We already know the grammar, probably better than native speakers and the vocabulary will come in time, but what about our pronunciation?

Many people specially those who have not studied a foreign or second language, are easily irritated if they cannot quickly understand what non-native speakers are saying. This is sad but often true.

The importance of good pronunciation can be easily realized by visiting a predominantly English speaking country and talking to the native speakers. If they constantly reply to your statements with "what?", "huh?" or "could you repeat that", then you know your pronunciation needs work. Going to a foreign country is the best way to assess your speaking skills, but if we cannot do that, we should find the best alternative to improve our pronunciation by practicing in our own country.

Keep in mind that your friends may be from the same country as you and make the same pronunciation mistakes. For this reason they cannot accurately judge your

speaking abilities. If you should visit another country, go out and talk to people. You may want the comfort of speaking in your native language but to become a better English speaker, you have to talk to native speakers and request them to correct your pronunciation.

The majority of Pronunciation teachers usually agree that there are three basic levels of English pronunciation we must always consider:

- a) People usually don't understand what you are saying.
- b) People usually understand what you are saying, but you may have to repeat your statements for clarification.
- c) People understand what you are saying the first time. This level is the goal of English teachers and most English language learners.

Many non-native speakers worry about having an obvious accent when they speak English. This is unavoidable and depends on where you study English. Realize that the English spoken in England, Australia or Canada is different than the English spoken in the United States. Even within these countries there is a wide range of accents. People from New York speak different English than people from California. Realize though, that if your pronunciation is good, you will be understood anywhere you go.

To achieve a "standard accent" in any country we should try to listen to news broadcasts to get an idea of what typical native speakers in that area sound like. Keep in mind that "good pronunciation" refers to sound like or almost like native speakers and be able to develop a clear, understandable pronunciation with appropriate intonation and stress". (Joanne Kenworthy "Teaching English

Pronunciation”; Graciela Hernández in her article “The importance of Pronunciation”. [google.urdu.com: English Pronunciation Tips](http://google.urdu.com: English Pronunciation Tips)).

English language has sounds and combinations of sounds that are unique. It takes dedication and practice to become comfortable with these foreign sounds, but such efforts are well worth it. Definitely, achieving good pronunciation should be one of teachers and learners main goals.

### **2.3. Is Pronunciation neglected by syllabus and teachers?**

Pronunciation is probably the most neglected aspect of English language teaching. Why? May be because confidence is often lacking in foreign teachers to teach it methodically, and English teachers sometimes also lack the training and confidence to tackle this area, or maybe because we don't know how to teach it.

In English books there are plenty of activities and ideas to teach grammar, vocabulary, reading, writing and to do oral activities, but not many ideas on how to teach pronunciation, and this is a sad reality in our educative system.

Teaching English pronunciation is still surprisingly and shockingly neglected and/or ignored in many EFL settings including South America, although the listening and speaking skills are now somewhat included in the syllabus and taught to equip the learner with adequate communicative competence.

It could also be related to the fact that when we teach to communicate we focus on that, knowing that no matter how perfect a person's pronunciation can be if he/she knows grammatical structures in context and some vocabulary he/she'll be able to communicate in other language.

We need to be conscious that sometimes we have to teach some rules. Imagine students want to check the pronunciation of a word in a dictionary. What happens if they are not familiar with IPA. Once the students are familiar with this alphabet, they should be able to accurately pronounce any word in the dictionary. This is something we must start at early stages. All multi-syllable words in English have one or more parts that are stressed. But which part should it be? There are some basic rules of word stress in English.

In addition, the absence or exclusion of EFL pronunciation from the curriculum/ syllabus is indicative of the fact that the curriculum/ syllabus designer has deliberately or ignorantly overlooked its significance. Hence, the curriculum/ syllabus designer's qualifications, expertise and honesty could be seriously questioned.

The locally produced materials and/or the imported overseas ones used to teach/ learn EFL do not usually embody pronunciation components and lessons.

Pronunciation must not be considered as an optional extra for the language learner, because it is really necessary, like grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important.

While much has changed in the last few decades in how we teach grammar, vocabulary, collocation, context and meaning, it seems to be that pronunciation is still rooted in an essentially behaviourist paradigm of listen, identify, discriminate and repeat. This is not wrong, but it is simply insufficient, and for most students and probably most teachers pronunciation remains a mysterious zone where the rules are

not clear and it is difficult to make progress, or even to know if you have. Maybe teachers do their best to integrate pronunciation but for many it remains a supplement to the main diet of most lessons, often relegated in lessons and course books.

For these reasons, pronunciation is considered as the Cinderella of language teaching to conjure up a journey from neglect and separation.

As English teachers, we have the hard challenge of including and integrating pronunciation as an essential part of English teaching.

#### **2.4. Considering factors that affect Pronunciation learning**

Joanne Kenworthy in her book “Teaching English Pronunciation” refers to the factors that affect Pronunciation learning:

##### **2.4.1. The native language**

Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared and the problems and difficulties of learners predicted. This applies not only to the individual sounds but also to combinations of sounds and features such as rhythm and intonation.

To put it very clearly, the more differences there are, the more difficulties the learner will have in pronouncing English. We can even say that there are “more favoured” and “less favoured” languages. But we must be careful not to over-simplify the situation and think too much in terms of handicap or barriers to learning. To do this would be to ignore the fact that people from many different language backgrounds can and do acquire a near-native pronunciation in English.

### 2.4.2. The age factor

We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers. These beliefs seem to be supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent.

Linguist and language teachers have both been fascinated by the question: Is there an age-related limit on the mastery of pronunciation in a second language? This has been a much-researched topic, but the studies have unfortunately yielded conflicting results. The analysis of some results showed that the younger a person was when he/she started learning English the more native-like was his accent.

Many studies support the hypothesis that age determines the accuracy of a learner's pronunciation.

In accordance to another study, youth confers no immediate advantage in learning to pronounce foreign sounds because in the short term, older subjects were considerably better than younger subjects. Another interesting observation was that, after a time, the progress of the older subjects seemed to level off, whereas the children continued to progress.

It is necessary to say that different investigations have assessed pronunciation in different ways and with this range of techniques and methods there is room for discrepancies. Moreover, it is extremely difficult to control for other factors which

may be involved, such as ability, attitude, motivation or opportunity to use and hear the language.

One of the most recent studies seems to suggest that the younger a person is, the better he or she will be at accurate perception of the sounds of new languages.

The evidence results contradictory, but one thing seems clear: we do not yet have evidence for a simple and straightforward link between age and the ability to pronounce a new language.

#### **2.4.3. Amount of exposure**

Another factor is the amount of exposure to English the learner receives. But we cannot talk simply in terms of residency in an English-speaking country because many learners that live in it spend much of their time in a non-English-speaking environment (for example, a language other than English is used at home). Conversely, many people live in non-English-speaking countries but use English in many areas of their lives. In such complex bilingual and multilingual situations it is difficult to get an accurate picture of how much exposure to English a learner has received, and of what kind and it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English. Various studies have revealed that it seems that amount of exposure, though a clearly contributory factor is not a necessary factor for the development of pronunciation skills.

#### **2.4.4. Phonetic ability**

It is a common view that some people have a “better ear” for foreign languages than others. This skill has been variously termed “aptitude for oral mimicry”, “phonetic coding ability” or “auditory discrimination”. Researchers have designed tests which

measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately. But every human being, unless hearing-impaired, has this basic ability, if they did not they would not have learned the sounds of the native language.

Far more interesting is the question of whether certain types of learners, poor discriminators and good discriminators, benefit from different types of training. One study has indicated that those with good phonetic abilities benefit from pronunciation drills while “poor discriminators” do not seem to benefit from drills very much. Anyway, we can only operate on the assumption that our learners have the “basic equipment” and provide a variety of tasks so that something will suit the needs and abilities of each learner.

#### **2.4.5. Attitude and identity**

It has been claimed that factors such as a person’s “sense of identity” and feelings of “group affiliation” are strong determiners of the acquisition of accurate pronunciation of a foreign language.

Interestingly, analysis of people in conversation has shown that adopting and imitating the way our partner speaks is a way of showing positive and friendly feelings towards that person, a subtle way of saying “I am glad to be talking with you”. Of course, there are other contributory factors. Age is probably important because young children seem very readily to adopt the speech style of those around them, specially their peers.

Can identity and affiliation play as powerful a role here? Maybe not, but it would seem likely that the factors influencing the development of an accent in a speaker’s

first language also play a part in the development of an accent in a foreign language. In many studies of attitude and motivation in language learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents and these positive feelings have been related to the “integrative motivation”; the language learner is willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture.

#### **2.4.6. Motivation and concern for good pronunciation**

Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how “bad” their pronunciation is and in requests for correction and frequent pauses during speech used to solicit comments on the accuracy of pronunciation. It may even be reflected in a reluctance to speak. The desire to do well is a kind of “achievement motivation”. Conversely, if you don’t care about a particular task or don’t see the value of it, you won’t be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener.

#### **2.5. Some essential principles for teaching a meaningful and communicative pronunciation**

As we know, proper pronunciation is important because without correct pronunciation- no matter how vast the students vocabulary may be, no matter how well the student understands and uses grammatical rules, no matter what their level of reading or writing skills may be- if they don't use correct pronunciation it may be

very difficult for listeners to understand what they say. And that is a huge hindrance to communication. In addition, some research indicates that if a student cannot pronounce a word correctly, they may not be able to hear it when spoken by another person either, which further hinders communication.

Many teachers, especially if they are new to teaching ESL classes, may be a little intimidated by the prospect of having to teach pronunciation. But, just like almost everything else, if the process is broken down into small manageable steps, the task is not all that daunting.

Teachers need to consider some principles which are essential in order to teach a meaningful and communicative pronunciation and always remember that teaching pronunciation is simple and straightforward, if we just get off to the right start.

Remember to start at the beginning. Before you get into the pronunciation of words, focus on sounds. Spending a little time on learning phonemes at the beginning will pay off for your students later when they are improving their pronunciation of complex vocabulary.

- Start with helping students to hear English phonemes. For example, perceiving the difference between /l/ and /r/ has to come before our students will consistently produce it correctly in speech. Get mouth diagrams for each of the phonemes. If you can find flash animations of the actual mouth movements, even better. You should also practice drawing the diagrams yourself for when you want to illustrate a point of pronunciation on the fly. Once they can see how they should be positioning their lips, tongues, and

teeth, students will be able to start re-training their muscles to make a new set of sounds.

- Run through all the English phonemes, and then focus just on the ones your students have trouble with. Don't waste time on phonemes that overlap with the students' native language.
- Fit your teaching tactics to your students. Young students or kinesthetic learners improve the most through lots of oral repetition; older students, or those with a more analytical approach, improve with the use of diagrams and may even benefit from learning the phonetic alphabet symbols. Of course, it is not a case of either / or, but rather one of finding the right balance.

Once your students have mastered the basic phonemes, especially the long and short vowels, the class will be ready to move on to word-level pronunciation practice.

- Teach spelling patterns with word-level pronunciation practice. Associating the phonemes with the correct spelling patterns will help student to internalize English spelling rules and make sounding out written words easier. Have students tap out a word's phonemes in isolation on their fingertips, then have them bring the fingers together as they pronounce the word as a whole. This practice helps them internalize the pattern of English pronunciation and is especially good practice for kinesthetic learners. Tapping out the sounds rather than the letters also breaks them of the habit of trying to pronounce silent letters.
- Sort one-syllable words into families, meaning you group them together by rhyming. This is especially good practice for learning the short vowels.

Once you start learning multiple syllable words, be sure to teach the students how to count syllables, and how to read the most common pronunciation notations in dictionaries, especially for the indication of the stressed syllable. We generally think of pronunciation practice as being fulfilled at the level of words, but in fact, English uses intonation in several important ways at the sentential level. There is also rhythm to be considered, and the use of contractions.

- The difference between the intonation of a statement and a question should be gone over with the study of questions in grammar. Also, the way the voice rises and falls when reading a list or completing a statement. These are all subtle cues that native speakers use to structure their conversations. Students can also practice this as they read aloud.
- Jazz chants and poetry are useful in working on the rhythm of English. Some kinds of rap songs are also good, although most of these are violent and have inappropriate language so instead have students make their own up for homework or in groups as a collaborative exercise.
- Reading aloud and/or reciting poetry or memorized passages can also be a great low stress way for students to focus on all levels of their pronunciation. Since they don't have to come up with any clever words, the students are free to focus on the sounds of the words and sentences as well as the intonation.
- If your students are doing well with pronunciation of isolated words, but can't seem to manage to hold a whole conversation, you might want to consider what other factors might be getting in the way.
- Cultural identity may be wrapped up in speaking a certain way, including an accent. Don't force students to give that up. Instead, place the emphasis on

being intelligible, while still using the patois and slang that the student takes pride in. Encourage code-switching between standard English and a street wise Spanglish or whatever the student's first language is.

- Everyone has an accent – even native speakers. Americans don't sound like the British, and the Australians are in a class by themselves. If we don't all sound alike then we can't expect brand new language learners to all sound the same. Finally, as you move through these different levels of pronunciation practice, don't be afraid to go back and review occasionally, especially the connections between phonemes and spelling. And always remember to include listening practice as well as speaking practice, since if students can't hear a particular phoneme, they won't be able to produce it consistently. (“English Pronunciation for Spanish Speakers” by Paulette Dale and Lillian Poms and the article “Teaching Pronunciation Tips” in [teachingenglishgames.com](http://teachingenglishgames.com)).

## **2.6. How to motivate students to improve English language skills?**

As Dornyci affirms: "teacher skills in motivating learners should be seen as central to teaching effectiveness".

Here are some effective motivational techniques, strategies and macrostrategies which teachers can employ in order to encourage students to improve their English skills and particularly Pronunciation, an important aspect that has been considered and continues being considered like the “Cinderella” in the teaching learning process. Dimitrios Thanasoulas in his article “Motivation and Motivating in EFL” refers to some strategies to improve English language skills:

### **2.6.1. Power in the classroom**

It would be of relevance to say a few things about the teacher/learner relationship. Whichever way we look at it, this relationship is riddled with power and status. For many, power plays a large part in the relationship. The rights and duties of teachers and learners are related to power. For example, many teachers might assert that they have the right to punish those learners who misbehave. In any social encounter involving two or more people, there are certain power relationships "which are almost always asymmetrical". Social psychologists distinguish between three different types of power - coercive, reward-based, and referent (ibid.).

The basis of coercive power is punishment. Some individuals or institutions have the authority to punish others. The basis of the second type of power is reward. Some individuals or institutions have the power to reward what they deem appropriate behaviour. For example, business organisations reward employees with a salary, a bonus etc. The basis of the third type of power is motivation. In this case, individuals or institutions appeal to the commitment and interest of others. In view of this three-fold paradigm, it is of importance to concern ourselves with the fostering of learner motivation, as it is considered to be the most effective and proactive, so to speak, power relationship.

### **2.6.2. Group processes and motivation**

A discussion of motivation and motivational strategies would not be complete without a consideration of group processes, inasmuch as there is usually a group of people that we as teachers are called on to motivate. Tuckman (1969, quoted in Argyle, 1969) established that a group went through four stages from its formation,

which has important implications for the study of the classroom and the use of group activities during teaching.

**Stage 1 Forming:** At first, there is some anxiety among the members of the group, as they are dependent on the leader (that is, the teacher) and they have to find out what behaviour is acceptable.

**Stage 2 Storming:** There is conflict between sub-groups and rebellion against the leader. Members of the group resist their leader and the role relations attending the function of the group are questioned.

**Stage 3 Norming:** The group begins to develop a sort of cohesion. Members of the group begin to support each other. At this stage, there is co-operation and open exchange of views and feelings about their roles and each other. **Stage 4 Performing:** Most problems are resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned.

Experience shows that almost every group goes through these four (or even more) stages until it reaches equilibrium and, thus, taps into its potential. In reality, this process may go on forever, since student lethargy and underachievement norms in the classroom are considered to be basic hindrances to effective teaching and learning (Daniels, 1994). Against this background, we will try to design a framework for motivational strategies.

### **2.6.3. A framework for motivational strategies**

As we have already said, skill in motivating students to learn is of paramount importance. Until recently, however, teachers were forced to rely on "bag-of-tricks"

approaches in their attempt to manage their classroom and motivate their learners. Good and Brophy (1994: 212) hold that these approaches have been influenced by two contradictory views:

a) that learning should be fun and that any motivation problems that may appear should be ascribed to the teacher's attempt to convert an enjoyable activity to drudgery; and b) that school activities are inherently boring and unrewarding, so that we must rely on extrinsic rewards and punishment with a view to forcing students to engage in these unpleasant tasks.

Rewards and punishments may be a mainstay of the teaching-learning process, but they are not the only tools in teachers' arsenal. Dornyei (2001: 119) believes that "the spectrum of other potentially more effective motivational strategies is so broad that it is hard to imagine that none of them would work."

The central question in designing a framework of motivational strategies is to decide how to organise them into separate themes. The key units in taxonomy are as follows:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies.
- Generating student motivation, which roughly corresponds to the preactional phase in the model.
- Maintaining and protecting motivation, which corresponds to the actional phase.
- Encouraging positive self-evaluation, which corresponds to the postactional phase.

## 2.7. How to motivate students to improve English Pronunciation?

Diana Prince in her article “How to increase your motivation to learn English pronunciation” indicates some techniques in order to encourage students to improve English language Pronunciation:

- Get to understand why English words can be so problematic for non-native speakers of English to pronounce. Understanding this difficulty from your students' point of view will better equip you to help them overcome it.
- Obtain phonetic charts that have symbols of the International Phonetic Alphabet (IPA). These charts are available from teaching supply companies and books such as those in the English File series. Hang this up in your class, and familiarize your students with the pronunciation symbols. You can use these charts to teach pronunciation by helping your students understand the sounds that they get wrong, as well as the correct sounds for a given word or similar words.
- Keep your lessons as informal as possible. Students might initially be shy about pronunciation. By using fun, silly activities, it creates a more relaxed, effective atmosphere than strict practice. Tongue twisters are one such fun activity. See the Resources section for a link.
- Use syllable races as an exercise to teach pronunciation. Get a "Snakes and Ladders" board game, and then prepare flash cards that each have a one-syllable, two- or three-syllable word written on it. Instead of throwing a dice, each player will draw a card and if she pronounces the word correctly, she gets to move as many spaces on the board as there are syllables in the word on the flash card. The winner is the player who gets to the end first.

- Get familiar with the different elements of the spoken word--word stress, minimal pairs, pronunciation, intonation and sentence stress--so that you will be able to explain them and be able to create your own lessons geared towards what your students find difficult.
- Use a feather to demonstrate the difference between aspirated and un-aspirated sounds, by holding it right in front of your lips as you say the word.
- Help your students differentiate between minimal pairs by reading phrases for them to draw. For example, have them draw sketches that depict: "A ship's on the sea" and "A sheep's on the shore."
- Set goals. Setting goals gives you something to work towards and helps you stay motivated and eager to learn. Reward yourself when you reach your goals. For instance, take a weekend off to travel or go shopping and buy yourself something nice. Goal setting is a powerful technique that helps increase motivation for the short and long-term.
- Practice. As with anything else, it takes time and practice to get good at English pronunciation. Study regularly and work in blocks of a half-hour to an hour at a time with breaks in between, to give your mind time to rest and avoid wearing yourself out. The more you practice the more you will improve, and as you get better, you will be motivated to continue because you are seeing results.
- Incorporate games into your studying. Games based around learning consonants, vowels, or rhythm, for instance, can help increase your motivation by making learning fun and not mundane. Play a game with a friend where you get points each time you pronounce a sentence correctly or watch English learning videos and take turns repeating sentences.

- Work with a partner or in a group. Having others there to push and drive you can help you get and stay motivated. Having a support system for yourself while you work on your English pronunciation skills can make it easier to learn and keep you focused and having fun.

## **2.8. Conclusions about students' motivation.**

As teachers we can experience that, in general, motivation is the "neglected heart" of our understanding of how to design instruction, as Keller said: "Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning". Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them. What is more, they will not be able to form a cohesive and coherent group, unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals accepted by the group members: students).

Learning a foreign language is different to learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to promote, or even militate against, success. Language is part of one's identity and is used to convey this identity to others. As a result, foreign language learning has a significant impact on the social being of the learner, since it involves the adoption of new social and cultural behaviours and ways of thinking.

## CHAPTER 3

### 3. Activities to improve English language Pronunciation.

In this chapter are presented many activities, which surely will help teachers and pupils to practice English Pronunciation in a funny way. These activities are designed for beginners, pre-intermediate or intermediate students, according to necessities and teachers criterion. The information has been obtained from Ann Baker's book: "Introducing English Pronunciation" and from some web sites: eslflow.com; eslhq.com; about.com; ezinearticles.com; pronunciationworkshop.com.

#### 3.1. Role Play

Remember that a brief role play puts students into a realistic and communicative situation and will allow the sounds to be spoken more naturally. This is an example of a dialogue to let students practice the target sound / e /.

- Conductor: Which train are you waiting for?
- Mr. Gray: The 8:18 to Taipei.
- Conductor: The 8:18? I'm afraid you've made a mistake, sir.
- Mr. Gray: A mistake? but I take this train every day.
- Conductor: Oh, no sir. The train leaves at 8:08.
- Mr. Gray: At 8:08?
- Conductor: That's right. They changed the time at the end of April.
- Mr. Gray: Changed it? I guess they changed it while I was away on vacation.
- Hm! So the train isn't late. I'm late.

Role play to let students practice with the sound / u: /

- Student 1: Hello, Sue
- Student 2: Hello
- Student 1: Today the sky is blue
- Student 2: Yes, but I need some glue
- Student 1: I want gift you my glue
- Student 2: Are you kidding or it is true?
- Student: I am not kidding, it is for you

### 3.2. Tongue Twisters

Tongue twisters are also an interesting way to practice and contrast similar sounds, having fun at the same time. But, there is a huge challenge for the teacher and students to do it well. Teachers should tell students at first not to feel upset at making mistakes because, even for native speakers, it is difficult. Long twisters could be used for teenagers and adults:

*Betty Botter had some butter,  
 "But," she said, "this butter's bitter.  
 If I bake this bitter butter,  
 It would make my batter bitter.  
 But a bit of better butter,  
 That would make my batter better."*

Other short tongue twisters for practicing: / e / and /æ /:

- Henry, age eight, etched the letter h on the edge of the desk.

- It made me laugh to see a calf go down the path a mile and a half to take a bath.

### 3.3. Drama

Drama helps to develop clear pronunciation and good speech habits, and of course, to support communicative language practices. Through drama, students have a model of clearer standard and a support platform for practice and improve.

Teachers could use interesting subjects for teenagers: Harry Potter, Cinderella or Narnia.

### 3.4. Song Lyrics

Song lyrics are useful to practice final consonants. Teachers can ask students to read them aloud; students and even teachers, tend to omit final consonants or pronounce them too lightly to be heard. For example, they pronounce student as "studen". Therefore, we ask them to read the marked song lyrics of "Silent Night" in which the final consonants in each sentence have been underlined, and then to listen to the song to notice how the singer produces final consonants.

Silent night, holy night. All is calm. All is bright.

Round young virgin, mother and child.

Holy infant, so tender and mild,

Sleep in heavenly peace, sleep in heavenly peace.....

### 3.5. Cardinal and Ordinal Numbers

Cardinal or ordinal numbers can be a good aid in helping students put final consonants on. For example, teachers can set up some particular numbers to have

students practice final consonants. Teacher can request students to do their own list of numbers. Here are some examples:

Six, four, ten, fourteen, fifth, first, second, eight, one hundred, etc.

### 3.6. Stress matching game

Teacher could divide students have to work in groups. One member in the group taps or claps the rhythm of a word by reading from the vocabulary list, and the others have to find out which word has the same rhythm as they hear.

Examples: artist - manager - secretary - musician

You hear with attention: So, you choose manager.

### 3.7. Pronouncing Past Tense Verbs

**Only for verbs ending with a /t/ or /d/ sound**

Examples of /id/ Endings for Past Tense Verbs:

"want" becomes "wanted" and is pronounced "want/id/" (2 syllables)

"need" becomes "needed" and is pronounced "need/id/" (2 syllables)

\* Teacher could request students to do their own list of verbs ending in /t/ or /d/ and practice pronunciation.

### 3.8. Homonyms

Another interesting way to improve pronunciation is practicing Homonyms, which are two words that sound the same, but are spelled differently and have different meanings. Examples:

**FORTH:** onward in time, place or order.

**FOURTH:** Being next after the third in place or time.

*ASCENT*: The act of climbing

*ASSENT*: An act of agreeing to something, especially after thoughtful consideration

### 3.9. Dictation

Dictation in the classroom is a good tool to improve language proficiency as a useful teaching device. It is thought that dictation can help develop all language skills, that is, grammar, oral communication, pronunciation, and listening comprehension. Teacher should follow these instructions: select and prepare the material, which must be interesting for students, divide the students in groups: each group will have one portion of the material, request students to make a silent reading, to write unknown words, students read aloud and then teacher read aloud, students dictate their portion to other groups, teacher will correct some errors and will repeat any word as often as students need.

### 3.10. Reverse dictation

This activity results funny and useful. Students read out sentences and the teacher writes what he/she hear on the board. It is very enlightening to students as they do not realize what they sound like. Then teacher and students will find out the mistakes and will write the right sentences. \*Teacher should prepare the appropriate sentences which will be read by students.

### 3.11. The line game for Minimal Pairs

We must be conscious about the fact that intonation is relevant to any speaking activity. Students stand in a line and the teacher says a word involving one of a set of minimal pairs. For example: “w” and “v”. If students hear a “w” word, they have

to jump to the left, if they hear a word with “v”, they have to jump to the right. Eventually, some students say the words and teacher stays monitoring. \*Teacher can adapt this game for various sets of minimal pairs.

### **3.12. Question-tags to practice Intonation**

Students in groups are assigned jobs to mime to each other. Students make notes about what they think each person's job is. They then have to check they've understood the jobs: Students use rising/falling intonation question-tags depending how sure they are: You're a pilot, aren't you? At the end, students confirm their jobs.

### **3.13. Brainstorming Board Race**

Another funny and useful activity for children and teenagers. Teams of students try to write as many words with the sound they have been given on the board, as quickly as possible. Each team member can only write one word before they pass the pen onto someone else, but they can prompt each other.

### **3.14. Minimal pair stations**

Students show which of two words they think they have heard by racing to touch one of the things that the teacher or class decided will be used to represent that thing. For example, the table for /l/ or the chair for /r/. When students hear the word LUNCH, they should run and touch the TABLE, when they hear the word CAR, they should touch the CHAIR. This activity may be adapted for any other sounds.

### **3.15. Tell me when I am odd**

In this variation of sounds same or different, students listen to a whole string of words with the same sound (e.g. the same vowel sound) and race to indicate the first word they hear that is different. Examples: blue - shoe - true - Sue - \*fish

### 3.16. Silently mouthing

A good way to awareness of mouth position for English sounds, is trying to identify the word or sentence that the teacher or a student is mouthing silently.

### 3.17. Playing Bingo

This is surely one of the favorite activities for all students, PRONUNCIATION BINGO! To play pronunciation bingo, first you need to think up a bunch of words that sound similar (bath, bass, Beth, Bess, bus, but, bat, path, pat, bit, pit, etc). Then, you should make up a stack of cards with all your words and bunch on bingo boards. It is rather challenging to distinguish between similar sounds, normally you will not have more than one winner.

### 3.18. The King of the Words

This is an interesting activity for children or teenagers. Teacher says an specific sound, and students have to write has many words as they can. They could use their books or maganizes to facilitate this task. The king of this game is the learner who has written more words correctly. Example:

**/s/ sound:** see, sock, sign, save, seat...

**sh/ sound:** shine, shop, ship, shell...

### 3.19. Reading and Drawing

This is a very funny activity. Teacher can read some phrases and students should draw what they hear. For example:

**A ship is on the sea.**

**A sheep is on the shore.**

### **3.20. A List Game**

Another good game to practice pronunciation and have fun at the same time. Teacher can begin saying: "I would like coffee, please" and request one student to increase the list of food: "I would like coffee and a sandwich, please", the next student may add: "I would like coffee, a sandwich and a salad, please". This activity could be played with many other situations.

### **3.21. Phonetic Chart and Pictures**

It is a very useful activity. Teacher can find an appropriate phonetic chart or make your own, if necessary. Then he/she has to draw or find a picture for each phonetic sound (a house for 'H,' for example) and put it up in the classroom. When you hear a pronunciation problem, point to the picture and make any necessary corrections.

### **3.22. Nature Poetry**

Use poetry which helps to practice pronunciation and invokes natural images to stimulate the naturalist intelligence. Example: "Who has seen the wind?" by Christina Georgina Rossetti. Teacher must be conscious that he/she is enough prepared to do this activity and obviously must be careful of stress and intonation.

### **3.23. Mirror Image Game**

This is an interesting activity to practice pronunciation. Teacher will distribute students in pairs, each student talk while the other mimics, and tries to keep up with the speaker's speech. Obviously, each student must have a turn to speak and then to be the one who mimics.

### 3.24. Describing a picture

An interesting way to motivate students to talk and check pronunciation results when the teacher hands out magazine pictures and the students describe them in pairs, or each student can tell the class one at a time.

### 3.25. Songs and Contractions

Teacher should use songs that have numerous contracted words to convince learners that contractions are natural in English and to practice their correct pronunciation.

First, it's necessary to rewrite the lyrics with the contractions in full form.

Examples:

- "I am wondering why"
- "I cannot see"

Then, students listen, identifying the contracted words. Finally, on a second listening, they rewrite the words with the contractions

- "I'm wondering why"
- "I can't see"

### 3.26. Pronunciation Portfolio

This is one of the best and complete ways to manage pronunciation learning and it is really a big challenge for teachers and learners. This portfolio will be like a learner notebook. It will help students to organize their learning. The portfolio will contain learners work on pronunciation and includes: tests, self-analyses, list of challenge sounds, exercises, games, transcriptions, etc.

It may be as detailed as teachers and students decide. The structure of it depends on learners' own personality, and the purposes for using it.

### 3.27. Fast dictation to introduce the Schwa

This activity is useful for introducing the schwa in context. However, it can be repeated several times with the same group of students, as it also recycles grammar and vocabulary. Warn students that you are going to dictate at normal speaking speed, and that you will not repeat anything. Tell them to write what they hear, even if it's only one word. Then read out some sentences or questions including language recently studied in class. For example, we could use present simple questions:

- 1) How many brothers **and** sisters **have you** got?
- 2) How **often do you** play tennis?
- 3) What kind **of** music **do you** like?
- 4) What time **do you** usually get up?
- 5) How much **does** it cost?

### 3.28. Using Nursery Rhymes

An efficient and funny way to practice pronunciation with children and teenagers is using a nursery rhyme. Here is a good example:

Baa, baa black sheep

One for my master

Have you any wool

And one for my dame

Yes sir, yes sir

And one for the little boy

### 3.29. Newspaper Articles

Teacher must encourage students to bring in a newspaper article of their choice, the text of which has been practiced at home, and read it aloud to the other students.

### 3.30. A Jazz Chant

Jazz chants are useful when teaching pronunciation, especially because they have a clear one, two, three, four beat. For example:

Hi! How are you?	I'm fine
What do you wear on your head?	A hat
What do you wear on your hands?	Gloves
What do you wear on your feet?	Socks

## CONCLUSIONS AND RECOMMENDATIONS

Undoubtedly, the way that we speak is one of the first things that people notice about us. People will judge our background, education and social standing by the way we speak, and this criterion applies for all languages.

Our principal goal as English teachers must be to reach at least a good level in all skills, specially speaking skill, and to teach correctly to our students.

Sadly, pronunciation tasks are not considered in many expired and little useful English books which still are used in classrooms, and the majority of teachers neither include them.

Many teachers are accustomed to just correct the learner's mistakes, but the teacher must be able to supply information, give models from time to time, offer cues, suggestions and constructive feedback, set high standards, provide a wide variety of practice opportunities and overall support and encourage students to improve their English Pronunciation.

I think Pronunciation activities should be an integral part of English teaching syllabus, as they make Pronunciation an active and essential element of the teaching-learning process.

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