

## TEACHING PRONUNCIATION IN ENGLISH LANGUAGE EDUCATION: AN ACADEMIC PERSPECTIVE

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Pronunciation is a fundamental component of second language acquisition, particularly in English language teaching, where effective oral communication is a primary goal. Despite its significance, pronunciation has historically received less attention compared to grammar and vocabulary. However, contemporary research highlights that systematic pronunciation instruction can significantly improve learners' intelligibility and communicative competence (Celce-Murcia et al., 2010).

The primary objective of teaching pronunciation is not to eliminate a learner's accent, but to ensure intelligibility. According to Derwing and Munro (2005), intelligibility, comprehensibility, and accentedness are separate constructs. Intelligibility refers to how much a listener understands, while comprehensibility concerns how easy the speech is to understand. Therefore, pronunciation instruction should prioritize features that most affect communication, such as stress, rhythm, and intonation, rather than aiming for native-like perfection.

There are two widely recognized approaches to teaching pronunciation: the intuitive-imitative approach and the analytic-linguistic approach. The intuitive-imitative approach emphasizes listening and repetition, allowing learners to imitate native speaker models. This approach can be effective in immersive environments. In contrast, the analytic-linguistic approach involves explicit instruction in phonetic features, including the use of phonemic symbols and articulatory explanations (Kelly, 2000).

In modern pedagogy, pronunciation teaching is often integrated into communicative language teaching (CLT). This approach promotes learning through meaningful interaction and real-life communication. Activities such as minimal pair exercises, role-plays, and shadowing tasks provide opportunities for learners to practice pronunciation in context (Harmer, 2007). Additionally, prosodic features such as intonation and sentence stress are essential for conveying meaning and attitude (Gilbert, 2008).

Another critical factor in pronunciation learning is the influence of the learner's first language (L1). This influence, known as language transfer, can lead to predictable

pronunciation difficulties. Understanding these challenges allows teachers to anticipate errors and provide targeted instruction (Roach, 2009).

The role of the teacher is also central to effective pronunciation instruction. Teachers must provide constructive and selective feedback (Scrivener, 2011).

In conclusion, teaching pronunciation is essential for improving communicative competence and ensuring effective global communication.

### **References**

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