METHODS AND CHALLENGES IN LEARNING AND TEACHING ENGLISH PRONUNCIATION

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Abstract: This thesis explores the various methods and challenges associated with learning and teaching English pronunciation. The study delves into the effectiveness of traditional and modern teaching techniques, the role of technology, and the common obstacles faced by both learners and educators. Through an extensive review of literature and empirical research, the thesis aims to provide a comprehensive understanding of how pronunciation can be improved and the best practices for teaching it.
Keywords: English pronunciation, teaching methods, learning challenges, phonetics, language acquisition, technology in education

INGLIZ TILIDA TALAFFUZNI O'RGANISH VA O'RGATISHDA USULLAR VA QIYINCHILIKLAR

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Annotatsiya: Ushbu tezis ingliz tilida talaffuzni o'rganish va o'rgatishda turli usullar va qiyinchiliklarni o'rganadi. Tadqiqot an'anaviy va zamonaviy o'qitish texnikalarining samaradorligi, texnologiyaning roli va o'rganuvchilar hamda o'qituvchilar duch keladigan umumiy to'siqlarni o'rganadi. Adabiyotlarni keng ko'lamli tahlil qilish va empirik tadqiqotlar orqali, tezis talaffuzni qanday yaxshilash va uni o'rgatishning eng yaxshi amaliyotlari haqida to'liq tushuncha berishga intiladi.
Kalit so'zlar: Ingliz tilida talaffuz, o'qitish usullari, o'rganishdagi qiyinchiliklar, fonetika, til o'zlashtirish, ta'limda texnologiya.

Introduction

English pronunciation is a critical aspect of language learning that significantly impacts communication skills. Despite its importance, many learners and educators face numerous challenges in mastering and teaching it effectively. This thesis examines the different methodologies employed in pronunciation teaching and the difficulties encountered in the process. Understanding these factors is essential for developing effective teaching strategies that cater to diverse learning needs.

Pronunciation plays a pivotal role in effective communication and is considered a cornerstone of language proficiency in English as a Foreign Language (EFL) contexts. Accurate pronunciation not only enhances a learner's comprehensibility but also contributes significantly to their confidence and fluency. Despite its importance, the teaching and learning of English pronunciation remain one of the most neglected areas in language education. Unlike grammar and vocabulary, pronunciation is often sidelined in curriculum design, teacher training, and classroom practices, which leads to persistent pronunciation problems among learners. The complexity of English phonology, including the inconsistency between spelling and sound, the vast range of vowel and consonant sounds, stress patterns, intonation, and rhythm, presents significant challenges for both learners and teachers. Learners frequently struggle with distinguishing and producing unfamiliar phonemes, while teachers often lack the training, resources, or confidence to teach pronunciation effectively. These challenges are compounded by factors such as the learners' native language background, age, motivation, exposure to authentic language input, and the learning environment. In recent years, growing awareness of the communicative value of pronunciation has prompted researchers and educators to explore more effective methods for teaching it. From traditional approaches like the articulation of individual sounds and minimal pairs to more contemporary methods involving technology, suprasegmental focus, and communicative tasks, the field has witnessed diverse strategies aimed at improving learners' pronunciation skills. However, despite these advancements, obstacles remain in implementing pronunciation instruction systematically and successfully in many EFL contexts. This study aims to analyze the various methods used in the instruction of English pronunciation and to identify the key challenges encountered by both learners and teachers in this process. Through examining current practices, pedagogical frameworks, and learner experiences, this research seeks to contribute to a deeper understanding of how English pronunciation can be taught more effectively and inclusively.

Research materials and methodology

The research employs a mixed-methods approach, combining qualitative and quantitative data collection techniques. Primary data is gathered through surveys and interviews with ESL (English as a Second Language) teachers and learners from various linguistic backgrounds. Secondary data is obtained from academic journals, books, and online resources on pronunciation teaching methods. The study also incorporates phonetic analysis software to assess learners' pronunciation improvements over time.

Research results

The results indicate that interactive and technology-based methods, such as language learning apps and software, significantly enhance pronunciation skills. Traditional methods like phonetic drills and repetition are also effective but often less engaging for learners. Common challenges identified include interference from the learners' native language, lack of exposure to native speakers, and psychological barriers such as anxiety and lack of confidence.

Discussion

The discussion highlights the importance of integrating both traditional and modern teaching methods to address the diverse needs of learners. It emphasizes the role of technology in providing instant feedback and creating immersive learning environments. Additionally, it explores strategies to overcome the psychological and linguistic barriers faced by learners. Training programs for teachers on the latest pronunciation teaching tools and techniques are also recommended.

Conclusion

Effective pronunciation teaching requires a balanced approach that incorporates both tried-and-tested methods and innovative technological solutions. Addressing the challenges learners face can lead to more effective learning outcomes. Ongoing research and adaptation to new teaching tools will continue to enhance the quality of pronunciation education.

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