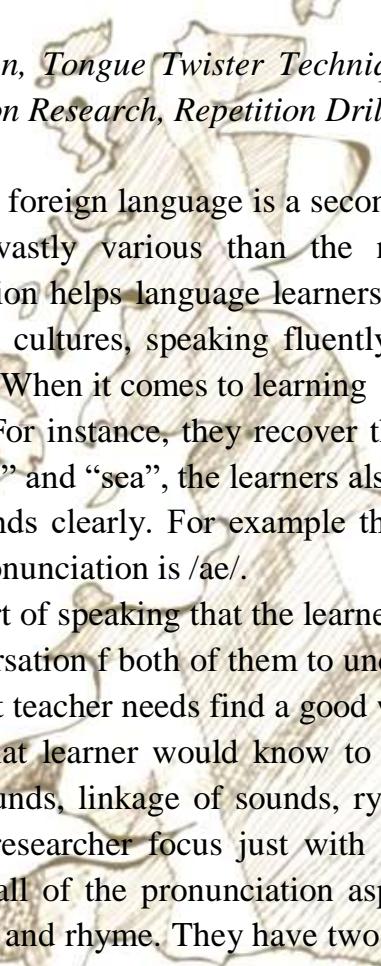


IMPROVING PRONUNCIATION THROUGH  
LISTENING PODCAST



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**Introduction.** Learning a foreign language is a second language would be difficult, due to foreign language is vastly various than the native language of the learners. Conversational pronunciation helps language learners commune their ideas, fillings and purpose intelligibly across cultures, speaking fluently is an urgent feature of language typically in pronunciation. When it comes to learning pronunciation, the learner come up against some challenges. For instance, they recover the words that has some sound nut different meaning like “see” and “sea”, the learners also after feel difficult to identify and model oneself on the sounds clearly. For example the learner say “thank” as /tang/ or /sang/ while the correct pronunciation is /ae/.

Pronunciation is as a part of speaking that the learners need to be a concern on because people can do some conversation f both of them to understand that they are talking about teaching pronunciation that teacher needs find a good way to teach. Moreover, there were some important aspects that learner would know to improve their pronunciation skill. There are combination sounds, linkage of sounds, rythym, intonation, and word stress, but in this research, the researcher focus just with two aspects because both of the aspects already represent all of the pronunciation aspects. Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged for example ‘she sells sea shells on the sea share’ this kind of technique can be effective for students because the students can practice and enjoy the pronunciation of the English words. Meanwhile, for this research the researchers would fous on the sounds /ae/, /i:/, and /f/. Moreover, the research implement teaching with using tongue twister technique. There are some steps that teacher should focus the first step is the teacher divided the students into some groups. The second step is the teacher give the pictures that related with the tongu twister sentences. After guessing the pictures, the teacher give the tongue twister sentences. Following with the tongue twister sentences, the phoneme that students should focus according to the syllabus. After that by using the tongue twister sentences, the teather give the example to us the correct intonation and word stress in pronouncing the tongue twister sentences. In the word stress explanation, the teacher explain the eight rules to



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learn word stress and in the intonation, the teacher also give the video about using correct intonation in pronouncing the tongue twister sentences.

This research was made with the interest of improving the pronunciation in English foreign learners young learner through phonics instruction.

This interest was pursued from the limitations that students had in their English classes;

which were found through observations, this practice helps the sounds not flat but has the tone and interesting to hear. Moreover, the teacher should bring something new in the class to make the students are excited to know and learn about the topic.

### Literature review

The significance of pronunciation in communication is highlighted in various podcasts each offering unique perspective on the topic.

The significance of pronunciation in communication is highlighted in various podcasts coach offering unique perspective on the topic. In 6 minute English the host Neil and Sam engage in discussions that illustrate how pronunciation can affect understanding they emphasize the importance of clarity when discussing complex topics, such as creativity in artificial intelligence their conversations remind listeners that pronunciation isn't merely a matter of phonetics but also one of context and intent.

For instance when discussing whether robots can be creative Neil and Sam explore how nuanced pronunciation can convey differing meaning and intentions this exchange underscores the necessity for clear pronunciation to ensure that the audience grasp the intended message. Additionally the podcast serves as an excellent resource for English language learners providing them with examples of proper pronunciation in a conventional context. The English we speak podcast also plays a vital role in understanding pronunciation and its nuances. Hosts Feife and roy explain idiomatic expressions demonstrating how pronunciation can influence the interpretation of phrases for example the phrases take a punt implies risk taking but its effectiveness replies on correct pronunciation for listeners to fully grasp the intended meaning the informal nature of the expression show cases how casual pronunciation can vary in different context affecting its reception among audiences.

Furthermore the impact of pronunciation extends beyond individual expectations to encompass broader themes in communication, in crowd science experts discuss how language evolves in response to social changes emphasizing the adaptability of pronunciation. As environments change - such as rising temperatures and urban heat-language must adapt to convey new ideas and experiences effectively the podcast illustrates that pronunciation is not static it evolves with cultural and environmental shifts the thematic insights on pronunciation language learners can benefit from listening to native speakers articulate words and phrases as this helps them internalize correct pronunciation patterns by actively engaging with spoken language through podcasts learners can refine their skills and build confidence in their pronunciation abilities.

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Moreover the discussion of pronunciation in relation to global communications highlights the challenges is essential for fostering effective communication in our increasingly interconnected world as the world continues to change so too will the dynamics of language and pronunciation the insights gleaned from these BBC podcasts under score the necessity of adapting our pronunciation to meet the demands of contemporary communication by being mindful of pronunciation speakers can enhance their effectiveness and reach broader audiences teaching pronunciation presents intricate challenges as it encompasses language sound complexities individual learner variations and native language influences the inherent variability of speech sound poses a significant hurdle with research showing learners struggle to differentiate non-native sounds . Moreover transferring phonological patterns from ones native language can perpetuate pronunciation issues leading to phonemic and phonetic errors that hinder comprehension. Native language phonological patterns strongly affect accent development impacting overall speech clarity.

Teachers often lack confidence in their pronunciation skills, fearing they might convey incorrect pronunciation ESL teachers occasionally link their rigorous phonetics training with pronunciation teaching ,though differences exist in school-level teaching. Flexibility is essential to address this.

Grasping pronunciation pedagogy and native language can be challenging. Intonation and stress trouble impact classroom effectiveness research shows ESL teachers often lack clarity on effective pronunciation instructions due to insufficient training . Clear instructions are crucial, and authentic audio resources aid practice .

One of the main challenges of teaching pronunciation is the impact of language interference and native accents which hinder students ability to adopt new phonological patterns, another challenge is the limited exposure to native speakers which adds complexity, as students lack authentic models for accurate pronunciation to cope with these complexities teachers need to employ innovative teaching offer personalized support and adopt a Patient approach to guide secondary-level ESL students towards enhanced pronunciation skills.

Teaching pronunciation to secondary- level ESL students is a complex and demanding task that requires careful planning and execution by teachers. They face is the influence of students' native language and accents, which can interfere with their acquisition of new Phonological patterns. To overcome this challenge, teachers need to provide students with ample exposure to native speakers and authentic models of pronunciation. However, this is not always feasible or accessible in many contexts, especially in multilingual classrooms where students have different linguistic backgrounds and influences. Another challenge is the lack of motivation and readiness among students to change their pronunciation habits and adopt novel sounds. Various factors contribute

To this challenge, such as peer and social influences that may reinforce incorrect or non-standard speech patterns and discourage students from sounding different

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developmental differences among adolescents that result in pronunciation abilities and preference perceived communication barriers or benefits of changing pronunciation which may affect students' willingness to invest time and effort in improving their pronunciation skills, competing priorities and cognitive load associated with content - driven learning, which may divert students' attention and resources from pronunciation refinement this challenge, teachers need to faster a positive and supportive learning environment that encourages students to experiment with new sounds and provides them with constructive and personalized feedback.

In conclusion teaching pronunciation to secondary-level ESL students involves multiple challenges that require teachers to adopt effective strategies and confidence. Successfully navigating these intricate challenges calls for teachers to employ innovative teaching methodologies provide tailored support , and faster a patient and understanding approach to guide secondary-level ESL students towards enhanced pronunciation skills. In the face of this intricate array of challenges successfully teaching pronunciation requires teachers willd a versatile tool kit of strategies capable of addressing catch unique hurdle. Ringing from nurturing phonological awareness to adopting to diverse learning style. Teachers must steer through the complex landscape with resourcefulness and adoptability, fuelled by a steadfast commitment to enabling learners to communicate effectively and authentically in their target language

### MAIN BODY

The researcher used classroom action researcher as the best way to solve the problems. Cohen Et Al argue that action researcher is an approach to improving education by changing it and learning from the consequences of changes. In the implementation. The researcher acted as the collaborator. The researcher collaborated with the teacher and observed the technique in conducting the research consists of spiral off steps. Each step had four stages; planning, acting, observing, and reflecting. The procedures can be seen as follows

3. Problem → 2. Planning → 1. Acting

5. Observing →6. Reflecting

a. Planning: In this stage, the researcher and the teacher prepared all of the material that needed in teaching learning activity. The preparations were the lesson plan, observation checklist, framework, and scoring table. The researcher and the teacher also prepared the media and facility which is needed in the classroom. In this research, the researcher has a role as the collaborator and the teacher applied the lesson plan in the teaching process.

b. Action: In this stage the teacher implemented tongue twister technique to teach pronunciation. The teacher applied the technique by followed the steps and instructions in the lesson plan.

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c. Observation: In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom.

This stage involved the researcher in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved.

d. Reflection: In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue

of the writer explored more clearly. From the process of teaching learning the researcher gets some important feedback. The feedback was very important in re-planning the next action. It can change a certain action or add some more actions in order to improve the teaching learning process.

This research was conducted in three cycles. Based on the observation and the pronouncing test in the class, Tongue Twister technique improved student's pronunciation in the class. Tongue Twister technique improved students in using intonation and word stress while read a simple description sentences. The writer decided to explain the teaching learning process while the teacher was implementing the Tongue Twister technique and showed the finding on following explanation

Student's ability to use correct word stress in pronouncing the English words improved by applying the Tongue Twister technique through strategies such as: giving example of pronouncing the word stress through reading the tongue twister sentences,

pronouncing drill by the students through repetition drill, giving a word stress exercise based on the tongue twister explanation, and showing the focus phonemes in the tongue twister sentences.

In the giving an example of tongue twister sentences. The teacher acted as the model for the students in pronouncing the word stress. The teacher gave the rules to learn word stress and pronounced with using correct word stress. The students learned the word stress by listening through the pronunciation of the teacher. After pronouncing the word stress in the sentences, the teacher asked the students to repeat the sound after her.

Moreover, in learning word stress also can be followed by some drills and of them is repetition drill. Teacher used repetition drill in the second and third cycle. In the first cycle, the repetition drill was not applied. The students learnt in first cycle only by listening through teacher explanations, but they did not have the opportunity to repeat the word stress words by words after the teacher. While in the second and third cycle, the teacher applied repetition drill to teach the students to discriminate how to pronounce the word stress. The teacher asked the students to repeat the word stress in the sentences in order to make the students familiar about how to pronounce the word stress.

Nevertheless, in the tongue twister technique, the teacher should differentiate the focus phonemes that the students should learn. The writer and the teacher decided to use the four focus phonemes, that is /f/ /i/ /t/ /θ/ based on the syllabus. Teacher got these focus phonemes based on the sounds that relate with the material. It means the four sounds

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always showed in the sentences that related with the describing animals. The teacher applied this activity in the second and third cycle. This activity also used repetition drill to help the students can memorize the sound well.

Therefore to see the students understanding in using the correct word stress, the teacher gave the exercise. The exercise was like the sentences and some of the words were in bold. Some of the words also came from tongue twister sentences. So, after the students learn the words in the tongue twister sentences, they had to do the exercise.

Student's ability to use correct word stress in pronouncing the English words improved by applying the Tongue Twister technique through strategies such as: giving example of pronouncing the intonation through reading the tongue twister sentences, pronouncing drill by the students through repetition drill, giving an intonation exercise based on the tongue twister sentences, showing a video about tongue twister sentences.

In this strategy the teacher also acted as the model for the students in reading tongue twister sentences using correct intonation.

The teacher gave the tongue twister sentences and pronouncing the intonation continuously to help the students could discriminate the intonation of the English words. This activity followed with drill. Repetition drill helps students to differentiate the intonation of the sentences. The teacher asked the students to repeat the intonation in the sentences in order to make the students familiar about how to pronounce with using correct intonation.

Therefore, to make the students know how to pronounce with a good intonation, the teacher showed a video about tongue twister sentences in order to make students know the intonation in the sentences. This activity was applied in the second and third cycle and the students attracted with the video about tongue twister sentences.

### Conclusion

The study demonstrates that using the tongue twister technique significantly enhances the pronunciation skills of secondary-level ESL students. By focusing on word stress and intonation, students not only improved their clarity and fluency but also gained confidence in their speaking abilities. The classroom action research method, implemented through three cycles, highlighted the effectiveness of structured repetition drills, focused exercises, and audiovisual aids in fostering phonological awareness. The findings underscore the importance of innovative teaching approaches like tongue twisters, which engage learners actively and encourage consistent practice. This technique provides a practical solution to address pronunciation challenges, offering a dynamic and enjoyable learning experience.



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