

THE ROLE OF DESIGNING AND CHOOSING MATERIALS IN TEACHING EFFECTIVE PRONUNCIATION

Umida Babadjanova*

*Head of the English Department,
Urgench branch of Tashkent Medical Academy
Tashkent, UZBEKISTAN

Email id: Mamatkulovaferuza11@gmail.com

DOI: **10.5958/2249-7137.2022.00156.2**

ABSTRACT

The present paper aims at showing the importance of material design and chooses to teach foreign language students pronunciation in ELT. Pronunciation teaching materials ought to be designed and choose based on modern pronunciation learning task types (awareness-raising tasks, rhyme and verse, ear training).

KEYWORDS: *Pronunciation Teaching Materials, ELT, Foreign Language Students, Modern Pronunciation Task, Rhyme And Verse, Awareness Raising Task, Ear Training.*

INTRODUCTION

This paper discusses how teaching materials design takes essential role in teaching effective pronunciation. Considering the challenges and gains in the process of teaching and learning how to design choose ELT pronunciation materials, we try to select appropriate techniques on current issue. Pronunciation materials are regarded to take paramount roles to shape and enhance the quality of pronunciation teaching and learning.

Teaching materials play a central role in teaching and learning and as Garton and Graves admit that “Materials are fundamental to language learning and teaching, but materials cannot be viewed independently of their users” [1]. As any kind of teaching materials should help in drawing the pupil’s attention and meet their needs. In general, two important characteristic of teaching materials that imply their relevance in choosing. They are fundamental parts of language learning and teaching and they are dependent on their users.

One of the suggested principles is the integration of pronunciation teaching tasks with the other skills of the English language skills. Therefore, Levis and Sonsaat claim that:” [2] this principle echoes that pronunciation should not be taught in a decontextualized way since it is a part of other language skills, such as spelling and listening. Additionally, Hinkel states that teaching pronunciation must be taught contextually and integrated with speaking and integrated with speaking for the sake of providing communicative purposes and realistic language learning goals “. [3] This fact implies that pronunciation teaching materials should be designed based on those aforementioned views (e.g. pronunciation for communicative purposes and realistic oriented goals). [4]

Besides, a number of investigations have documented pronunciation teaching materials, Tergujeff has offered more specific types of pronunciation teaching materials. She classifies

pronunciation teaching materials into 8 types, namely (1) phonetic training,(2) reading aloud,(3) listening and repeat, (4)rules and instruction,(6) awareness-raising activities, (7) spelling and dictation and (8) ear training . [5-12]

To conclude, this article has emphasized the significance of materials design on pronunciation in language teaching. Though there are a number of principles offered by several scientists and selected by us in which learners should be the centre of teaching. However, materials often control the teaching since teachers and learners tend to rely on them. Materials that are appropriate for a particular class need to have an underlying instructional principles, approach method and teachers which suit the student's and their needs. Although this article offers valuable findings, the limitations of this study may include some deficiency of data, time constraints and surface structure analysis. Therefore, the finding cannot be generalized. Due to these limitations, the future article will delve the enlargement (amplification) of sufficient collection of techniques (more detailed observation), integrated communicative study and technology based-tasks.

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