CHAPTER -II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Because effective research is based on past knowledge, this step help to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project, and makes the reader aware of the status of the issue. Parading a long list of annotated studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed, and clearly reported should be included.

According to Brog “In the field of education the research worker needs to acquire up-to-date information about what has been done in a particular area which he needs to select the problem for research.”

2.2. IMPORTANT ELEMENT IN SEARCHING RELATED LITERATURE

- Reports of studies of closely related problems that have been investigated.
- Design of the study, including procedures employed and data gathering instruments used.
- Populations that were sampled and sampling Methods employed.
- Variables that were defined.
Extraneous variables that could have been avoided.

Recommendation for further research.

2.3. IMPORTANCE OF REVIEW OF RELATED LITERATURE

- It gives proper knowledge to the researcher.
- It avoids duplication of studies.
- It suggests appropriate techniques for analysis of data.
- It enables the researcher’s competence.
- It guides the researcher in acquiring proper tools.

2.4. NEED FOR REVIEW OF RELATED LITERATURE

- It provides ideas, theories, explanations or hypotheses that are valuable in solving the problem.
- It tells the investigator, what has been done, found and accepted and also what needs to be done.
- It suggests statistical techniques appropriate for the analysis of data.
- It locates comparative data and finding it useful in the interpretation of results.
- It is seen that the review of related literature is useful at all stages of educational research right from selection and formulation of problem through its planning and implementation,
- To show whether the evidence already solves the problems adequately without further investigation and thus to avoid the risk of duplication.
2.5. DEFINITION AND IMPORTANCE OF PRONUNCIATION

*Burgess and Spencer (2000)* defined pronunciation as “the practice and meaningful use of TL [target language] phonological features in speaking, supported by practice in interpreting those phonological features in TL discourse that one hears”. They remarked that, in pronunciation it is the nature of the process to practice listening and speaking by interpreting and producing phonological features respectively. So pronunciation as a skill includes both recognition and production.

*Brown (1991)* stated that of a hi-fi system to show the importance of the pronunciation: “a hi-fi system is only as good as its weakest component. That is, low quality loudspeakers will disguise the fact that the amplifier, cassette deck, etc. may incorporate state-of-the-art technology”. If a person has poor and unintelligible pronunciation, a successful communication cannot take place even if she/he has fluent speech with precise grammar and vocabulary use. Likewise, if a person is not aware of the phonological features of the foreign language, it will be difficult to interpret what the speaker means; thus, it will not be easy to achieve smooth communication. Therefore, pronunciation should be regarded as a crucial part of communication; since the focus of language learning is communication- at least in theory-, it should be integrated in classes.

*Morley (1991)* insisted that it is necessary to teach English pronunciation in the ESL or EFL classroom, nevertheless, this important area is still neglected or ignored at many universities and colleges around the world.

*Wong (1987)* pointed out that even when the non-native speakers’ vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively. Wong (1993) argues that the importance of pronunciation is even more distinct when the connection
between pronunciation and listening comprehension is considered. As listeners expect spoken English to follow certain patterns of rhythm and intonation, speakers need to employ these patterns to communicate effectively. If the rhythm and intonation are different, listeners simply can’t get the meaning. Similarly, listeners need to know how speech is organized and what patterns of intonation mean in order to interpret speech accurately. Thus, learning about pronunciation develops learners’ abilities to comprehend spoken English. Furthermore, Wong demonstrated that a lack of knowledge of pronunciation could even affect students’ reading and spelling.

*Varonis and Gass (1982)* examined that the factors affecting listening comprehension in native speakers of English exposed to foreign or second language (L2) accents. They concluded that grammar and pronunciation interact to influence overall intelligibility. Thus, native English speakers often judge non-native English speakers as being unintelligible if the latter’s pronunciation is not up to par.

*Syananondh (1983)* investigated that the ability of Thai-speaking graduate students to understand spoken English upon their arrival in the United States. He found that the different English pronunciation taught in Thailand, inadequate English vocabulary, and lack of English conversation training were perceived by the students as the major causes of their difficulty in English listening comprehension.

*Baker, (1992)* stated that “advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate”
2.5.1. Synthesis of Review

After analyzing the studies related to definition of pronunciation the researcher has identified some common features which have been specified as described below. Burgess and Spencer (2000) defined that pronunciation as “the practice and meaningful use of TL [target language] phonological features in speaking. Brown (1991) stated that that pronunciation should be regarded as a crucial part of communication. Although Morley (1991) insisted that it is necessary to teach English pronunciation in the ESL or EFL classroom. Wong (1987) pointed out that learning about pronunciation develops learners’ abilities to comprehend spoken English. Furthermore, Wong demonstrated that a lack of knowledge of pronunciation could even affect students’ reading and spelling. Varonis and Gass (1982) examined that grammar and pronunciation interact to influence overall intelligibility. Thus, native English speakers often judge non-native English speakers as being unintelligible if the latter’s pronunciation is not up to par.

2.6. THE PROBLEMS DUE TO LACK OF PRONUNCIATION

Scarcella & Oxford, (1994) Pointed that “Pronunciation should be taught in all second language classes through a variety of activities”

Morley, (1991) stated that The question is not whether pronunciation should be taught, but instead what should be taught in a pronunciation class and how it should be taught.

Dalton, (2002) identified that another part of the problem is that teachers are embarrassed because of this lack of instruction strategies. “We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics
Not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, ‘it sounds like this: uuuuh’.

If language teachers spend some time learning and practicing strategies for teaching pronunciation, they will not have the embarrassment anymore and students’ pronunciation will be effectively improved. One purpose of this research is to select a variety of useful instructional strategies that will help solve the problem regarding pronunciation. First, however, it is important to offer a theoretical framework into which the problem fits.

2.6.1 Synthesis of Review


2.7. THEORETICAL FRAMEWORK INTO WHICH THE PROBLEM FITS

*Morley (1991)* identified that there are 7 significant changes in theoretical paradigms in learning models, linguistic models, and instructional models inform much of the state of the art work in the field today:

**Change 1.** From a language learning perspective of “outside in”, to one of “inside out”; that is, a new concept of language acquisition that views the learner as the active prime mover in the learning process.

**Change 2.** Following from this altered conceptualization of the learning process, an movement from a focus on the group, to an increasing focus on individual learner differences and individual learning styles and strategies (Naiman, Frohlich

**Change 3.** From a focus on language as simply a formal system, to a focus on language as both a formal system and a functional system, one that exists to satisfy the communicative needs of its users.

**Change 4.** From linguistic preoccupation with sentence-level grammar to a widening interest in semantics, pragmatics, discourse, and speech act theory.

**Change 5.** From an instructional focus on linguistic form and correct usage to one on function and communicatively appropriate use.

**Change 6.** From an orientation of linguistic competence to one of communicative competence.

**Change 7.** From a global competence concept to a set of detailed competency specifications and the introduction of an especially useful model that brings together a number of viewpoints in one linguistically oriented and pedagogically useful framework: (a) grammatical competence, (b) sociolinguistic competence, (c) discourse competence, and (d) strategic competence. These developments have led to a wide variety of changes in virtually all aspects of ESL/EFL, including the area of pronunciation teaching. For example, pronunciation could no longer be taught merely as a set of rules but instead as part of an overall system of communication.
**Syananondh (1983)** investigated that the ability of Thai-speaking graduate students to understand spoken English upon arrival in the United States, and the progress they made over a period of five years. It also sought to determine students’ self-perceived causes of difficulties in English listening comprehension, and how they attempted to improve their English listening comprehension skills. The major findings are (a) students had considerable difficulty in understanding spoken English in different communicative situations when they first came to the United States; On average, they could understand half of what was said to or around them by native speakers of American English; (b) different English pronunciation taught in Thailand, inadequate English vocabulary, and lack of English conversation training were perceived by the students as the major causes of their difficulty in English listening comprehension; (c) methods widely used by most students for improving their English listening skills were watching television, talking with American people, and listening to lectures.

**Macdonald, Yule and Powers (1994)** compared that the pronunciation of targeted vocabulary items in spontaneous speech by 23 adult Chinese L1 learners of L2 English grouped into four different conditions reflecting current pedagogical practices: (a) traditional drilling activities, (b) self-study with tape recordings, (c) interactive activities, and (d) a no-intervention control condition. One hundred and twenty native-speaking listeners judged whether there was improvement or deterioration in pronunciation before and at two separate times subsequent to each of the four conditions. Because none of the results appeared to overwhelmingly favor one teaching technique, the researchers included a discussion of the range of patterns of change brought about by the four input types. Although undertaken with a concern for experimental detail, some constrains on the study mean that the results
should be treated with caution. The researchers restricted their participant group to only Chinese L1 speakers. Hence, the findings may not extend to English L2 learners from other L1 backgrounds.

*Duncan (1983)* studied that the pronunciation problems of language-minority children: 578 first, third, and fifth-graders from seven ethno linguistic groups (urban and rural Mexican-Americans, Puerto Ricans, Cuban-Americans, Franco-Americans, Native Americans, and Chinese-Americans) from low to low-middle income communities in California, Texas, Florida, New York, Louisiana, and New Mexico and 128 Anglo children from similar income groups. Results showed a significant positive relationship between phoneme production and reading achievement for some groups of third and fifth-graders.

### 2.7.1. Synthesis of Review

*Morley (1991)* identified that there are 7 significant changes in theoretical paradigms—in learning models, linguistic models, and instructional models—inform much of the state-of-the-art work in the field today. Syananondh (1983) identified that the students had considerable difficulty in understanding spoken English in different communicative situations when they first came in contact with the native speakers. Macdonald, Yule and Powers (1994) compared that the pronunciation of targeted vocabulary items by employing the strategies such as (a) traditional drilling activities, (b) self-study with tape recordings, (c) interactive activities, and (d) a no-intervention control condition. Duncan (1983) studied that the pronunciation problems of language-minority children. Results showed a significant positive relationship between phoneme production and reading achievement.
The studies related to pronunciation are comparatively limited. But just from this limited research, we can see that pronunciation instruction with different strategies does improve students’ pronunciation to some degree. With more and more strategies and techniques developed, teachers should be more comfortable in selecting appropriate strategies and techniques to apply in their classrooms.

2.8 RESEARCHERS’ VIEWS ON CONTENTS OF PRONUNCIATION INSTRUCTION

1) Intonation

Scarcella and Oxford (1994) and Wong (1993) stated the intonation conveys and performs grammatical functions in sentences.

Brazil, Coulthard & Johns (1980) pointed out that intonation in English might also convey a speaker’s involvement in a conversation as well as a desire to take a turn of talk or leave a conversation.

Firth (1992) suggested that teachers should check the following questions: Are the students using appropriate intonation patterns? Are yes/no questions signaled through the use of rising intonation? Is falling intonation used with wh-questions? Are the students changing pitch at the major stressed word in the sentence?

2) Stress and rhythm:

Scarcella and Oxford (1994) described that there is a relationship between stress and rhythm: “Stress contributes to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That is why English is often called a stress-timed language.”
**Firth (1992)** suggested that the following questions to cover: Can the students use loudness and length to differentiate between stressed and unstressed syllables? Can the students use dictionaries to check stress patterns? Are the students incorrectly stressing every word of a sentence equally? Are they able to produce appropriate strong and weak stresses? Are content words stressed and function words unstressed? Are the students placing major sentence stress on the appropriate words? Are the students linking words appropriately within sentences?

3) **Consonants**

**Scarcella and Oxford (1994)** explained that Consonant are, or contain, noises that are pronounced with a blockage of some sort of the air passage.

**Firth (1992)** questioned that Are the students substituting a different consonant for the appropriate one? Are the students omitting consonants? Is the consonant being articulated properly? Is the consonant properly articulated in clusters? Are consonants being omitted from clusters? Are vowels being inserted to break up clusters? Is the consonant being linked properly in connected speech? Are alternations typical of relaxed speech being made?

4) **Vowels**

**Scarcella and Oxford (1994)** pointed out that Vowels are characterized by a free passage of air.

**Firth (1992)** questioned that: Are the students substituting one vowel sound for another? Are the students articulating vowel sounds properly? Does the vowel have the appropriate length? Are stressed vowels longer than unstressed ones? Are vowels reduced in unstressed syllables? Are vowels being properly linked to other vowels across word boundaries? So in a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm,
consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking). These are the basic contents of a pronunciation class.

2.8.1. Synthesis of Review

Brazil, Coulthard & Johns (1980) pointed out that intonation in English might also convey a speaker’s involvement in a conversation. Scarcella and Oxford (1994) and Firth (1992) defined and argued the various contents of pronunciation like intonation, stress, vowels and consonants in pronunciation instruction. Firth (1992) asked many questions that whether the students aware of all these various contents of pronunciation and their proper usage.

2.9. RESEARCHES IN PRONUNCIATION

Suter (1976) studied that 61 subjects from a number of different countries were graded on a 6-point scale as to the overall impression of English pronunciation by specially trained but otherwise non-specialist native speaker judges. Using fairly simple statistical analysis, the results appeared to show that the most important factor was L1 with instruction having little importance.

Purcell and Suter (1980) reexamined that using more sophisticated analyses but instruction was again found to have little significance in the variance of pronunciation accuracy. The important factors were identified as L1, strength of concern for pronunciation and length of stay in English environment. They also claimed that the attainment of accurate pronunciation in a second language is something which is for the most part not within the control of educators. These results are questioned by Pennington (1989) on the basis that the factors of formal training and the quality of that training, if not taken into account, could affect the
results of any research. Further, she says that there is: 'no firm basis for asserting categorically that pronunciation is not teachable or that it is not worth spending time on.

_Elliott (1995)_ found that attitude to developing native or near-native pronunciation was a significant factor in target language pronunciation accuracy, lending support to Suter's results which show 'concern' about pronunciation to be a significant factor in the pronunciation of ESL. 'However, it was not an effective predictor of improvement in pronunciation. Moreover, in contrast to Suter's results, Elliott reported that his results suggest that pronunciation instruction was a significant factor in the improvement in pronunciation of the experimental group.

_Gardner and Lambert (1972)_ found that the findings show motivation and attitudes to be important factors in helping to determine the level of proficiency achieved by different learners.

_Gilbert (1980) and de Bot and Mailfert (1982)_ found that instruction caused significant improvement in both foreign language production and perception of prosodic features. However, these studies are limited by the fact that they only provided a very short period of instruction and assessed speech production immediately after training. Such a method does not allow for learners who appear to undergo immediate deterioration or no change, which may be attributable to the 'restructuring' of the learner's interlanguage. The lack of change or deterioration may actually be evidence of learning occurring with beneficial effects appearing at a later date.
Perlmutter (1989) found that there was an improved intelligibility on ESL learners during 6 months of instruction with particular emphasis on pronunciation. However, the subjects were all newcomers to the US and so could be expected to show significant improvement regardless of instruction. Despite this, the study seemed to show that instruction did cause an improvement. Further, instruction favouring prosodic features such as rhythm, intonation and stress seemed to enable students to transfer their learning to spontaneous situations whereas instruction with only segmental content did not produce such ability.

Zborowska (1997) reported that explicit instruction helped both the learners' perceptual and productive acquisition of specific phonostylistic processes in comparison with a group which received no instruction.

McDonald et al. (1994) reported that no single intervention was beneficial to all learners who experienced it. This finding appears to support Pennington and Richard's (1986) contention that a one to one relationship between pronunciation teaching and acquisition is unlikely.

Derwing et al. (1998) stated that there is a comparison between three methods of instruction; one focused on instruction at the level of the word or smaller units. The second method placed a broader emphasis on pronunciation, 'extending to the level of discourse' and the third method being that of no specific instruction in pronunciation. The results seem to indicate that, although a segmental focus appeared to have the strongest impact on accent, the only group showing improvement in comprehensibility and fluency was that receiving a broad approach to instruction. They claim that the results do not suggest that a segmental focus is not necessary, but rather that attention to both segmental and suprasegmental factors
would benefit learners. These findings would seem to support those of Perlmutter (1989).

**Pennington and Richards (1986)** claimed that there is very little evidence as to whether one form of instruction is superior to another or even if any form of instruction is beneficial at all. However, more recent studies would seem to suggest that instruction may be beneficial with the importance of learner attitude and concern for pronunciation accuracy also being important factors in the process.

2.9.1 Synthesis of Review

**Suter (1976)** claimed that the attainment of accurate pronunciation in a second language is something which is for the most part not within the control of educators. **Elliott (1995)** found that attitude to developing native or near-native pronunciation was a significant factor in target language pronunciation accuracy, and in contrast to Suter's results, Elliott reported that his results suggest that pronunciation instruction was a significant factor in the improvement in pronunciation of the experimental group. **Gilbert (1980) and de Bot and Mailfert (1982)** found that instruction caused significant improvement in both foreign language production and perception of prosodic features. **Perlmutter (1989)** found that there was an improved intelligibility on ESL learners during 6 months of instruction with particular emphasis on pronunciation. **Zborowska (1997)** reported that explicit instruction helped both the learners' perceptual and productive acquisition of pronunciation. **Derwing et al. (1998)** found that attention to both segmental and supra segmental factors would benefit learners. The above studies provide us with neither a definitive answer to the question of whether pronunciation instruction does in fact help improve L2 proficiency, nor to which kind of instruction is most effective. Pennington and Richards (1986) claimed that there is
very little evidence as to whether one form of instruction is superior to another or
even if any form of instruction is beneficial at all. However, more recent studies
would seem to suggest that instruction may be beneficial with the importance of
learner attitude and concern for pronunciation accuracy also being important factors
in the process.

2.10. RESEARCHES ABOUT THE EFFECTIVENESS OF PRONUNCIATION
INSTRUCTION ON LEARNERS’ ACHIEVEMENT

Morley (1998) stated that pronunciation plays an important role in overall
communicative competence.

Yong (2004) suggested that from the traditional ways of learning English,
students neglected the basic knowledge of speaking. This may have been enough to
meet the demands of English in the years when we had less communication with
foreign countries. However, oral communication began to be more important when
they arrived in this century with extended forms of communication with Western
countries.

Yong (2004) asserted that understanding by reading or writing would no
longer be sufficient for the development of the economy and that communicating
face to face personally or through the internet needed to be understood. The central
issue of pronunciation teaching is how to maximize the beneficial effects of
instruction for students. One aspect of this issue is what should be taught in class.
Earlier teaching approaches focused on the segmental features of pronunciation,
while more recent approaches have emphasized supra-segmental features such as
sentence rhythm and intonation. However, this debate has never reached a
conclusion. The growing trend in today’s pronunciation curriculum design is to
integrate both the most important segmentals and supra-segmentals appropriately in
one course. Another aspect of the issue is how to teach effectively. Along with the development of instruction approaches, traditional teaching methods and techniques have been advocated or challenged during different times while new methods and techniques have been created.

Celce-Murcia et al., (1996) represented that traditional pronunciation techniques as a starting point of class and later have students move to more communicative classroom tasks.

Morosan (1986) proposed that there is a framework for successful pronunciation instruction and showed its effectiveness for the acquisition of a pair of contrastive English sounds by French learners.

Elliot (1995) found that a multimodal teaching methodology is effective in improving certain Spanish sounds in American SSL learners.

Derwing, Munro, and Wiebe (1997) showed that long-term ESL individuals’ pronunciation improved significantly in terms of intelligibility, accentedness and comprehensibility in a program emphasizing global production skills. However, some research has found few positive effects, or even a negative effect of pronunciation instruction under certain circumstances.

Suter (1976) measured that 61 non-native speakers of English on 20 variables suspected of displaying significant relationships to pronunciation accuracy using small interviews, questionnaires and psychological tests. The subjects’ oral performance was rated by 14 English native speakers for overall pronunciation quality. Surprisingly, Suter found the variable of total amount of formal classroom training in English had a negative correlation with the pronunciation scores. It appeared that the more total formal training on pronunciation a speaker had had, the less accurate the pronunciation tended to be. However, Suter (1976) argued that
since all subjects had some training before the investigation, the variable actually measured the relationship of much versus little training instead of some versus none. Therefore he suggested that formal training under certain limits is essential, but beyond the limit is simply unproductive. Also, the study measured only the amount of training. The quality of training received was not considered and could have had a different correlation with pronunciation accuracy.

**Yule, Hoffman and Damico (1987)** studied that some ESL students’ performance in a phoneme discrimination task before and after 8 weeks and 15 weeks of pronunciation training. They found that more than half of the subjects had actually decreased scores after 8 weeks of training, while their self-monitoring ability improved noticeably. The same subjects improved their performance after 15 weeks of pronunciation training. Therefore they argued that “there is a complex interaction over time between simply identifying a sound contrast and being confident that the identification is accurate”

**Macdonald, Yule and Powers (1994)** found that there are learning outcomes under four instructional conditions- no instruction, teacher correction, self-study and interactive modification. The three groups of students’ oral productions were assessed before and after a single experimental treatment for the quality of some target words and phrases in the field of metrical systems. All four conditions yielded similar results. Therefore little positive effect was found to favour any type of instruction.

**Derwing, Munro and Wiebe (1998) and Derwing and Rossiter (2003)** compared that learning outcome of 48 ESL learners under different types of pronunciation instruction. Their focus was what to teach instead of how to teach. The three groups of subjects received segmental instruction, global (general
speaking habits and prosodic factors) instruction and no specific pronunciation instruction, respectively. The students’ oral production was rated by 48 native speakers of English on a 9-point scale for comprehensibility, accentedness and fluency. The results showed that, for a sentence reading task, both the segmental and global groups improved in terms of comprehensibility and accentedness. However, for a narrative task, only the global group improved in terms of comprehensibility and fluency.

Although the segmental group made significantly fewer phonological errors than the global group at Time 2, it did not seem to have contributed to the raters’ judgment of comprehensibility of their pronunciation. In addition, the raters’ overall impressions for the speech samples showed that their attention was mostly drawn to prosodic problems instead of phonological errors, indicating the essential role of supra-segmentals in judgments of comprehensibility. Therefore they argued that prosody instruction should be more emphasized than segmental instruction. In sum, the past literature has documented the likely effects of teacher-led classroom instruction on various aspects of pronunciation using various approaches.

Krashen’s (1985) stated that pronunciation is acquired naturally. Furthermore clear instruction was important to the effectiveness of pronunciation teaching.

Derwing, Munro and Wiebe (1997) found that there is a positive outcome of instruction which focused on general speaking habits as opposed to a concentration on individual segments.

Derwing, Munro and Wiebe (1998) also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features, led to improved pronunciation.
Morley (1994) suggested that the focus on pronunciation teaching nowadays should be on designing new-wave instructional programs. Moreover, she stresses that these new instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. Students who have become active partners in their own learning have developed the skills to monitor and modify their speech patterns. Teachers’ awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction.

Alwright (2005) defined that the learning opportunity as a more developmental unit of analysis and assesses for well planning in language learning. Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Students’ personal attitude and self-esteem are major factors in improving English pronunciation.

Kenworthy (1987) stated that it is not merely exposure that matters, but how the students respond to the opportunities of listening to English spoken by a native speaker or of speaking themselves. Through the years, researchers interested in pronunciation learning have examined many variables in attempting to explain successful second language pronunciation ability. Studies have not been numerous, but have been productive.

Vitanova & Miller (2002) stated that learners can see improvement in both segmental and supra-segmental areas of pronunciation. However, once learners have mastered the basic sounds of English and identified some of the supra-segmental
differences between their L1 and English, it is time to help them learn some strategies so that they can study more effectively on their own.

_Oxford (1986)_ explained that learning strategies are of great importance because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways.

_Morley (1998)_ stated that given the pronunciation instruction that promotes learner strategy awareness more basic knowledge about the relationship between learning strategies and pronunciation is needed.

_Peterson (2000)_ stated that research into potentially important variables affecting pronunciation has been surprisingly absent from the literature. In recent years, there has been a greater emphasis on teaching competent pronunciation, especially in ESL/EFL classrooms. This is due to the increasing realisation that poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, and discrimination.

_Wei (2006)_ stated that yet English pronunciation is neglected in classrooms throughout the world today, including Asia. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classrooms.

_Lu (2002)_ concluded that learners of ESL in Hong Kong have poor English pronunciation because they seem to lack of knowledge of English sounds. There is no practice in using phonetic symbols required in the curriculum. Moreover teachers of English pronunciation do not receive relevant professional training in the use of phonetic symbols. The reason is not unwillingness to teach pronunciation, but uncertainty as to how best to help learners’ pronunciation is one of the most difficult areas for learners as well as teachers. There are two opposing views on the teaching
of pronunciation in the ESL classroom (Avery & Ehrlich, 1992). One view holds that the purpose of teaching pronunciation is to eradicate all traces of a foreign accent through pronunciation drills. The other view holds that the teaching of pronunciation is futile after a certain age due to a decreasing ability among learners to develop native-like pronunciation in a second language.

*Avery and Ehrlich (1992)* asserted that neither of those views is completely accurate. Factors that should be considered as having an effect on the acquisition of the sound system of a second language are biology, socio-culture, personality, and linguistics. These factors may prevent learners from attaining native-like pronunciation in a second language, so it is important that teachers set realistic goals.

*Kachru (1990, 1992) and Kachru and Nelson (1996)* urged that English language teaching practitioners to consider contextual realities before adopting pedagogic models of global English; language education should reflect how the language is used in that specific society.

*Gillette (1994), Graham (1994), Pennington (1994), Celce-Murcia, Brinton and Goodwin (1996)* agreed that the learner’s first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language and pronunciation of the basic formation of the vowel or consonant.

*Fraser (1999)* added that in the quest for effective teaching, it is worth diagnosing carefully the nature of the difficulties that may be encountered. There is a significant skill component for learners. Pronunciation is not just a cognitive ‘knowing-that’, it is also a physical ‘knowing-how’, similar to playing a sport or
musical instrument. Learners need motivation and time to really practise pronunciation. It is worth spending class time discussing with learners their own ideas about what is involved in learning pronunciation.

Lu (2002) claimed that learners suggest they should practise speaking. Learners need help in overcoming both their expectation that pronunciation is a subject which can be learned by listening to a teacher, and the psychological and social barriers that make it difficult for them to practise effectively. In addition, there is also a significant cognitive component in pronunciation learning, which is much less often acknowledged. It is useful to think of learning to pronounce a new language as involving a kind of concept formation rather than as a purely physical skill. The teachers must focus on two areas in teaching pronunciation. Firstly, learners must be made aware of aspects of their pronunciation that result in other people being unable to understand them. Secondly, learners must be given the opportunity to practise aspects of the English sound system which are crucial for their own improvement.

Firth (1992) stated that learners’ achievement of a near perfect standard may individually vary to the degree in motivation, sensitivity to accuracy, age and education factors which are beyond a teacher’s control. However, teachers should pay attention to the development of self-correction techniques and self-monitoring strategies. Self-correction is the ability to correct oneself when a pronunciation error has been pointed out by teachers or peers.

Castillo, (1990) pointed out that it is critical that the teacher help to develop strategies which will allow the learner to self-correct and self-monitor by focusing on motivation (learners should understand why accuracy of oral production is important), explanations (description and demonstration appropriate to proficiency
levels), practice (adequate opportunities to practise) and feedback (receive supportive and accurate feedback from teachers and learners in class). The role of pronunciation in schools of language teaching has varied widely from having virtually no role in the grammar-translation method to being the main focus in the audio-lingual method where emphasis is on the traditional notions of pronunciation, minimal pairs, drills and short conversations.

**Richard & Rodgers (1986)** Situational language teaching, developed in Britain, also mirrored the audio-lingual view of the pronunciation class.

**Morley (1991)** stated that the pronunciation class was one that gave primary attention to phonemes and their meaningful contrasts, combinatory phonotactic rules, and pronunciation of the basic formation of vowel or consonant etc., along with attention to stress, rhythm, and intonation. During the late 1960s and the 1970s, questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not. Pronunciation programs were viewed as meaningless non communicative drill-and exercise gambits.

**Suter, 1976; Suter & Purcell (1980)** stated that in many language programs, the teaching of pronunciation was pushed aside, as many studies concluded that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation. The strongest factors found to affect pronunciation, i.e. native language and motivation, seemed to have little to do with classroom activities. They concluded that pronunciation practice in class had little effect on the learner’s pronunciation skills. The attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators. They qualified their findings by stating that variables of formal training and the quality of the training in
pronunciation could affect the results, as would the area of pronunciation that had been emphasised, that is ‘segmentals’ (individual sounds of language) or ‘suprasegmentals’ (the ‘musical patterns’ of English, melody, pitch patterns, rhythm, and timing patterns). Pennington stated that there was “no firm basis for asserting that pronunciation is not teachable or that it is not worth spending time on”.

2.10.1. Synthesis of Review

If the above views represent a split in the teaching of pronunciation, what can the teacher do to improve their students’ pronunciation if improvement can be obtained? Jones, Rusman, and Evans (1994) found that students with prior exposure to phonological rules and principles, although they do not always produce more accurate pronunciation, seem to be better equipped to assess their own speech and to be more aware of their particular problems. Concurrently, there was a shift from specific linguistic competencies to broader communicative competencies as goals for teachers and students. Morley stated the need for the integration of pronunciation with oral communication, with more emphasis from segmentals to suprasegmentals, more emphasis on individual learner needs, and meaningful task-based practice and introducing peer correction and group interaction. Research has shown that teaching phonemes is not enough for intelligibility in communication. With the emphasis on meaningful communication and Morley’s (1991) premised that “intelligible pronunciation is an essential component of communication competence”, teachers should include pronunciation in their courses and expect students to do well in them. Without adequate pronunciation skills, the learners’ ability to communicate is severely limited. Morley believes that not attending to a student’s need is an abrogation of professional responsibility.
Other research gives support to Morley’s belief is that Celce-Murcia, (1987) of the need for professional responsibility when a given non-native speaker’s pronunciation falls below the level at which he or she will be able to communicate orally no matter how good his or her control of English grammar and vocabulary. Gilbert (1984) believed that the skills of listening comprehension and pronunciation are interdependent so that if speakers cannot hear English well and cannot be understood easily, they are cut off from conversation with native speakers. Noteboom (1983) also suggested that speech production is affected by speech perception; the hearer has become an important factor in communication discourse. This illustrates the need to integrate pronunciation with communicative activities to give the students situations to develop their pronunciation by listening and speaking. The current research and the current trend reversal in the thinking of pronunciation shows there is a consensus that a learner’s pronunciation in a foreign language needs to be taught in conjunction with communicative practices for the learner to be able to communicate effectively with native speakers.

2.11. THEORIES ABOUT TEACHING PRONUNCIATION AND LANGUAGE LEARNING STRATEGIES

Morley (1998) stated that pronunciation plays an important role in overall communicative competence.

Yong (2004) suggested that from the traditional ways of learning English, students neglected the basic knowledge of speaking. This may have been enough to meet the demands of English in the years when we had less communication with foreign countries. However, oral communication began to be more important when they arrived in this century with extended forms of communication with Western countries and he asserted that understanding by reading or writing would no longer
be sufficient for the development of the economy and that communicating face to face personally or through the internet needed to be understood.

*Smith (1981)* stated that consciousness and awareness raising are important in second language acquisition.

*Krashen’s (1985)* stated that pronunciation is acquired naturally. Furthermore clear instruction was important to the effectiveness of pronunciation training.

*Acton (1984)* reported that a program of instruction focusing on the link between pronunciation, affect, personality and social context, which was designed to help learners whose pronunciation had fossilised. However, no empirical evidence of its success was offered.

*Derwing, Munro and Wiebe (1997)* found that there was a positive outcome of instruction which focused on general speaking habits as opposed to a concentration on individual segments. They also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features, led to improved pronunciation.

*Morley (1994)* suggested that the focus on pronunciation teaching nowadays should be on designing “new-wave instructional programs”. Moreover, she stresses that these new instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. Students who have become active partners in their own learning have developed the skills to monitor and modify their speech patterns. Teachers’ awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction.
Alwright (2005) defined that the learning opportunity as a more developmental unit of analysis and assesses for well planning in language learning.

Kenworthy (1987) found that Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Students’ personal attitude and self-esteem are major factors in improving English pronunciation. It is not merely exposure that matters, but how the students respond to the opportunities of listening to English spoken by a native speaker or of speaking themselves. Language learning strategies can help students to improve their language competencies.

Canale and Swain (1980) recognised that the importance of communication strategies is a key aspect of strategic competence.

Oxford (1990a) defined that LLS are especially important for language learning because they are tools for active and self-directed involvement, which is essential for developing communicative competence. Through the years, researchers interested in pronunciation learning have examined many variables in attempting to explain successful second language pronunciation ability. Studies have not been numerous, but have been productive. Research has shown

Vitanova & Miller (2002) researched that learners can see improvement in both segmental and supra-segmental areas of pronunciation. However, once learners have mastered the basic sounds of English and identified some of the supra-segmental differences between their L1 and English, it is time to help them learn some strategies so that they can study more effectively on their own.
Oxford (1986) explained that learning strategies are of great importance because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways. Given the pronunciation instruction that promotes learner strategy awareness more basic knowledge about the relationship between learning strategies and pronunciation is needed (Morley, 1998). Research into potentially important variables affecting pronunciation has been surprisingly absent from the literature.

2.11.1. Synthesis of Review

Morley (1998) stated that pronunciation plays an important role in overall communicative competence. Yong (2004) suggested that from the traditional ways of learning English, students neglected the basic knowledge of speaking. This might have been sufficient in the early years but nowadays innovative techniques are needed to develop the speaking skills. Krashen’s (1985) stated that pronunciation is acquired naturally. Furthermore clear instruction was important to the effectiveness of pronunciation training. Derwing, Munro and Wiebe (1998) also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features, led to improved pronunciation. Morley (1994) suggested that the focus on pronunciation teaching nowadays should be on designing “new-wave instructional programs”. Kenworthy (1987) stated that Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Oxford (1986) explained that learning strategies are of great importance because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways.
2.12. THE IMPORTANCE OF PRONUNCIATION LEARNING AND TEACHING ON LEARNER'S IMPROVEMENT OF SPEAKING SKILLS

Dan (2006) found that the most important part of learning a second language rests on pronunciation, thus speaking is so important in acquiring and using a language Dan (2006) claimed that language competence covers many aspects. Phonetics both in theory and practice constitute the basis of speaking above all other aspects of language and pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more useful. Within the field of language teaching, ideas on the value of teaching pronunciation are often at variance. Some believe that teachers can do little to influence the natural course of English phonological development with its often less than satisfactory results.

Jones (2002) argued the explicit teaching of pronunciation rely on two basic assumptions about the acquisition of second language phonology. Firstly it is virtually impossible for adults to acquire native like pronunciation in a foreign language.

Guiora, Brannon, and Dull (1972), Major (1987), and Oyama (1976) pointed out that factors such as age, personality, cognitive style and native language phonology have been shown to influence learners’ pronunciation.

Krashen (1982) argued that pronunciation is an acquired skill and that focused instruction is at best useless and at worst detrimental. Others believe that teaching can play an important role in helping learners develop ways of improving their pronunciation and shaping their attitude toward the importance of pronunciation Fraser (1999) concluded that most ESL teachers agree that explicit pronunciation teaching is an essential part of language courses and confidence with
pronunciation allows learners to interact with native speakers, which are essential for all aspects of their linguistic development. The field of development research indicates that teachers can make a noticeable difference if certain criteria, such as the teaching of suprasegmentals and the linking of pronunciation with listening practice, are fulfilled. Pronunciation instruction has tended to be linked to the instructional method being used. Pronunciation was almost irrelevant and therefore seldom taught in the grammar-translation method. With the emergence of more holistic, communicative methods and approaches to ESL instruction, pronunciation is addressed within the context of real communication.

*Fraser (1999)* stated that it is effective pronunciation teaching that offers learners a genuine choice in how they express themselves.

*Carter and Nunan (2001)* described that the complexity of the process of second language acquisition as an organic rather than linear process and students need to start pronunciation lessons early and continue through high-level Academic English levels.

*Jones (2002)* stated that pronunciation teaching methods should more fully address the issues of motivation and exposure by creating awareness of the importance of pronunciation and providing more exposure to input from native speakers.

*Yong (2004)* stated that Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation.

*Fraser (1999&2000)* pointed out that poor pronunciation can condemn learners to less social, academic and work advancement than they deserved.
Dan (2006) stated that good pronunciation may make the communication easier and more relaxed and thus more successful.

Peterson (2000) identified that although the study of foreign accents has always been a fascination for some researchers, the teaching of pronunciation and oral skills in general in foreign and second language classrooms has often been low on the list of priorities.

Morley (1994) stated that the prevalent focus on pronunciation teaching nowadays should be on designing new wave instructional programs. Moreover she stresses that these instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. In other words, students who have developed the skills to monitor and modify their speech patterns if necessary should become active partners in their own learning.

Yule, Hoffman and Damico (1987) asserted that self-monitoring is critical for creating independent and competent learners and is a necessary part of the consciousness raising process. Finally, expansion activities are made for students to incorporate the language in their own use.

Kriedler (1989) stated that correct and clear pronunciation is considerably important in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers. They need to have confidence in their ability to speak. Good pronunciation takes time to build up, as there are many factors involved. Learners need to hear a lot of English before they can develop a feel for the sounds of English. The learners become more confident and motivated in learning the language because of the teaching aids and materials such as tape
recordings of native speakers, pictures of mouth and articulations used in the class along with the provision positive reinforcement.

*Dauer (1993)* stated that pronunciation is a very important factor in the speech process (spoken language) when the speaker achieves the goal to communicate effectively by being understood. The speech process is a process that involves several stages, beginning with the speaker’s ideas and ending with the understanding of those ideas by the listener. He (see Figure 2.1) stated that the speaker thinks, decides what he or she is going to say and puts the ideas into words and sentences of a particular language. The speaker’s brain then transforms the words and sentences into nerve impulses that it sends to the muscles in the speech organs. The speaker’s speech organs move. The lungs push air up through the larynx and into the mouth and nose. The air is shaped by the tongue and lips and comes out of the speaker’s mouth as sound waves. The sound travels through the air. Sometimes, the sound is changed into electrical signals, as in a telephone or tape recorder, and then is changed back into sound waves by an electronic speaker. The listener hears the sounds when the sound waves hit his or her ear. The ear changes the sound waves into nerve impulses and sends them to the brain. The listener understands the message. The listener’s brain identifies specific speech sounds, interprets them as words and sentences of a particular language, and figures out their meaning. The importance of good pronunciation starts from the process of the speech organs move (pronunciation) which is related to the proficiency of the speakers until the sounds travels through the air.
Dauer (1993) asserted that at any point in this process, there could be a problem that results in the message intended by the speaker not being understood by the listener. Effective oral communication depends on accuracy in all stages. The articulation of particular sounds is included that the listener identifies some speech sounds incorrectly or figures out a different meaning from the one intended by the speaker. Problems are listed as follows:

- The speaker does not know the right words or grammar to put his or her idea into language.
- The speaker cannot produce a particular sound.
- There is too much background noise or a bad telephone connection.
- The listener is hard of hearing.
- The listener identifies some speech sounds incorrectly or figures out a different meaning from the one intended by the speaker.
Celce-Murcia, Brinton and Goodwin (1996), Gillette (1994), Graham (1994) and Pennington (1994) agreed that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree. These experiences include the amount and type of prior pronunciation instruction. Prior experiences with such pronunciation instruction may influence learners’ success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed. The ability to recognise and internalise foreign sounds may be unequally developed in different learners. Learner attitude and motivation related to an individual’s personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

2.12. 1. Synthesis of Review

Dan (2006) stated that the most important part of learning a second language rests on pronunciation. He claimed that language competence covers many aspects. Phonetics both in theory and practice constitute the basis of speaking above all other aspects of language and pronunciation is the foundation of speaking. Guiora, Brannon, and Dull (1972), Major (1987), and Oyama (1976) pointed out that factors such as age, personality, cognitive style and native language phonology have been shown to influence learners’ pronunciation. Fraser (1999) concluded that most ESL teachers agree that explicit pronunciation teaching is an essential part of language courses and confidence with pronunciation allows learners to interact with
native speakers, which are essential for all aspects of their linguistic development. Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation. Fraser (199& 2000) stated that poor pronunciation can condemn learners to less social, academic and work advancement than they deserved. Dan (2006) stated that good pronunciation may make the communication easier and more relaxed and thus more successful.

**Kriedler (1989)** stated that correct and clear pronunciation is considerably important in language learning. **Dauer (1993)** pointed out that the importance of good pronunciation starts from the process of the speech organs move (pronunciation) which is related to the proficiency of the speakers until the sounds travels through the air.

### 2.13. VIEWS OF PRONUNCIATION TRAINING IN THE CLASSROOM

**Morley (1998)** stated that in recent years, there has been a greater emphasis on teaching competent pronunciation, especially in ESL/EFL classrooms. This is due to the increasing realisation that poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, stereotyping and discrimination.

**Wei (2006)** stated that yet English pronunciation is neglected in classrooms throughout the world today, including Asia. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom.
Lu (2002) concluded that learners of ESL in Hong Kong have poor English pronunciation because they seem to lack a knowledge of English sounds. There is no practice in using phonetic symbols required in the curriculum. Moreover teachers of English pronunciation do not receive relevant professional training in the use of phonetic symbols. The reason is not unwillingness to teach pronunciation, but uncertainty as to how best to help learners’ pronunciation is one of the most difficult areas for learners as well as teachers.

Avery & Ehrlich (1992) stated that there are two opposing views on the teaching of pronunciation in the ESL classroom. One view holds that the purpose of teaching pronunciation is to eradicate all traces of a foreign accent through pronunciation drills. The other view holds that the teaching of pronunciation is futile after a certain age due to a decreasing ability among learners to develop native-like pronunciation in a second language. They also asserted that neither of those views is completely accurate. Factors that should be considered as having an effect on the acquisition of the sound system of a second language are biology, socio-culture, personality, and linguistics. These factors may prevent learners from attaining native-like pronunciation in a second language, so it is important that teachers set realistic goals.

Kachru (1990, 1992) and Kachru and Nelson (1996) urged that English language teaching practitioners to consider contextual realities before adopting pedagogic models of global English; language education should reflect how the language is used in that specific society.

Jenkins (1998) suggested that the concept of a learning model is still limited to the category of native varieties rather than embracing all different varieties of English to avoid possible confusion and inconsistency in their language learning.
Celce-Murcia, Brinton and Goodwin, (1996) Gillette (1994) Graham (1994) and Pennington (1994) agreed that the learner’s first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language and pronunciation of the basic formation of the vowel or consonant etc.

Fraser (1999) added that in the quest for effective teaching, it is worth diagnosing carefully the nature of the difficulties that may be encountered. There is a significant skill component for learners. Pronunciation is not just a cognitive ‘knowing-that’, it is also a physical ‘knowing-how’, similar to playing a sport or musical instrument. Learners need motivation and time to really practise pronunciation. It is worth spending class time discussing with learners their own ideas about what is involved in learning pronunciation.

Lu (2002) claimed that learners suggest they should practise speaking. Learners need help in overcoming both their expectation that pronunciation is a subject which can be learned by listening to a teacher, and the psychological and social barriers that make it difficult for them to practise effectively. In addition, there is also a significant cognitive component in pronunciation learning, which is much less often acknowledged. It is useful to think of learning to pronounce a new language as involving a kind of concept formation rather than as a purely physical skill.

Avery & Ehrlich (1992) stated that the teachers must focus on two areas. Firstly, learners must be made aware of aspects of their pronunciation that result in other people being unable to understand them. Secondly, learners must be given the
opportunity to practise aspects of the English sound system which are crucial for their own improvement.

_Firth (1992)_ stated that learners’ achievement of a near perfect standard may individually vary to the degree in motivation, sensitivity to accuracy, age and education factors which are beyond a teacher’s control. However, teachers should pay attention to the development of self correction techniques and self-monitoring strategies. Self-correction is the ability to correct oneself when a pronunciation error has been pointed out by teachers or peers. It is critical that the teacher help to develop strategies which will allow the learner to self-correct and self-monitor by focusing on motivation (learners should understand why accuracy of oral production is important), explanations (description and demonstration appropriate to proficiency levels), practice (adequate opportunities to practise) and feedback (receive supportive and accurate feedback from teachers and learners in class).

_Castillo (1990)_ pointed out that the role of pronunciation in schools of language teaching has varied widely from having virtually no role in the grammar-translation method to being the main focus in the audio-lingual method where emphasis is on the traditional notions of pronunciation, minimal pairs, drills and short conversations.

_Richard & Rodgers (1986)_ stated that situational language teaching, developed in Britain, also mirrored the audio-lingual view of the pronunciation class.

_Morley (1991)_ stated that the pronunciation class was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, combinatory phonotactic rules, and pronunciation of the basic formation of vowel or consonant etc., along with...attention to stress, rhythm, and intonation.
During the late 1960s and the 1970s, questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not. Pronunciation programs were viewed as “meaningless non communicative drill-and exercise gambits”.

*Suter, 1976; Suter & Purcell (1980)* stated that in many language programs, the teaching of pronunciation was pushed aside, as many studies concluded that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation. The strongest factors found to affect pronunciation, i.e. native language and motivation, seemed to have little to do with classroom activities.

They concluded that pronunciation practice in class had little effect on the learner’s pronunciation skills. The attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators. They qualified their findings by stating that variables of formal training and the quality of the training in pronunciation could affect the results, as would the area of pronunciation that had been emphasised, that is ‘segmentals’ (individual sounds of language) or ‘suprasegmentals’ (the ‘musical patterns’ of English, melody, pitch patterns, rhythm, and timing patterns).

*Pennington (1989)* stated that there was “no firm basis for asserting categorically that pronunciation is not teachable or that it is not worth spending time on”. He questioned the validity of Suter and Purcell’s findings as the factors of formal pronunciation training and the quality of the teaching could affect any research results.

*Stern (1992)* stated that “There is no convincing empirical evidence which could help us sort out the various positions on the merits of pronunciation trainings”.

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Jones, Rusman, and Evans (1994) found that students with prior exposure to phonological rules and principles, although they do not always produce more accurate pronunciation, seem to be better equipped to assess their own speech and to be more aware of their particular problems. Changing outlooks on language learning and teaching have influenced a move from teacher-centred to learner-centred classrooms. Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. This change has been reflected in various ways in language education and applied linguistics.

Morley (1991) stated that the need for the integration of pronunciation with oral communication, with more emphasis from segmentals to suprasegmentals, more emphasis on individual learner needs, and meaningful task-based practice and introducing peer correction and group interaction. Without adequate pronunciation skills, the learners’ ability to communicate is severely limited. Morley believes that not attending to a student’s need is an abrogation of professional responsibility.

Celce-Murcia (1987) supported that Morley’s belief of the need for professional responsibility when a given non-native speaker’s pronunciation falls below the level at which he or she will be able to communicate orally no matter how good his or her control of English grammar and vocabulary.

Gilbert (1984) believed that the skills of listening comprehension and pronunciation are interdependent so that if speakers cannot hear English well and cannot be understood easily, they are cut off from conversation with native speakers.

Nooteboom (1983) suggested that speech production is affected by speech perception; the hearer has become an important factor in communication discourse. This illustrates the need to integrate pronunciation with communicative activities to
give the students situations to develop their pronunciation by listening and speaking. The current research and the current trend reversal in the thinking of pronunciation shows there is a consensus that a learner’s pronunciation in a foreign language needs to be taught in conjunction with communicative practices for the learner to be able to communicate effectively with native speakers.

2.13.1. Synthesis of Review

*Morley (1998)* stated that poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, stereotyping and discrimination. Yet English pronunciation is neglected in classrooms throughout the world today, including Asia. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom. *Avery and Ehrlich (1992)* found that factors that should be considered as having an effect on the acquisition of the sound system of a second language are biology, socio-culture, personality, and linguistics. These factors may prevent learners from attaining native-like pronunciation in a second language, so it is important that teachers set realistic goals. *Fraser (1999)* stated that Pronunciation is not just a cognitive ‘knowing-that’, it is also a physical ‘knowing-how’, similar to playing a sport or musical instrument. Learners need motivation and time to really practice pronunciation. *Jones, Rusman, and Evans (1994)* found that students with prior exposure to phonological rules and principles, although they do not always produce more accurate pronunciation, seem to be better equipped to assess their own speech and to be more aware of their particular problems. *Gilbert (1984)* believed that the skills of listening comprehension and pronunciation is interdependent so that if speakers cannot hear English well and cannot be understood easily, they are cut off from conversation with native speakers.
Nooteboom (1983) suggested that speech production is affected by speech perception; the hearer has become an important factor in communication discourse. This illustrates the need to integrate pronunciation with communicative activities to give the students situations to develop their pronunciation by listening and speaking.

2.14. HOW TO TEACH PRONUNCIATION

Schmidt (2006) supported that the researchers who believe formal instruction of pronunciation should be conducted, and claims that, teaching pronunciation explicitly will help language learning not only in speaking and comprehending, but also in decoding and spelling.

Chela-Flores (2001) stated that pronunciation teaching should begin with teaching rhythm. She argued that although it is perhaps the most difficult component of pronunciation, once the learners have a basic understanding of the rhythmic features, it will be easier for them to progress in other features of pronunciation which will ultimately give way to comprehensibility and comprehending ability.

Çelik (1999) stated that there is the distinction between the content words and function words can be made familiar to students which will lead in grasping stressed words in a sentence easily. As mentioned earlier, content words in sentences carry stress and thus convey the meaning while the function words remain unstressed. This instruction can go along with vocabulary patterns and referring expressions such as pronouns.

Çekiç (2007) suggested that it is essential that units of intonation be taught in accordance with clauses and phrases which will fundamentally breed the competency in communicative skills.

Celce-Murcia, Brinton and Goodwin (1996) also suggested that there are several techniques and practice materials on how to teach pronunciation:


- Listen and imitate
- Phonetic training
- Minimal pair drills
- Contextualized minimal pairs
- Visual aids
- Tongue twisters
- Developmental approximation drills
- Practice of vowel shifts and stress shifts related by affixation
- Reading aloud/ recitation
- Recordings of learners” production (pp. 8-10)

The above mentioned techniques and activities are commonly used by teachers when pronunciation is addressed.

*Jahan (2011)* identified that there is most common difficulty identified by the teachers was that the students were influenced by their mother tongue to a great extent. The results of the study indicated that, most of the teachers helped students with their pronunciation by teaching them how to use dictionaries. In addition, the most frequently used activities by teachers were, „imitation of sounds“ and „repetition drills“ while the most popular activity according to students was „tongue twisters“ which was not often employed by teachers. Therefore, employing many different techniques in classes will be essential aids to teaching pronunciation.

*Canagarajah (2005)* stated that there is a current view on English being the lingua franca, and the communication that takes place between people is mostly among non-native speakers of English, rather than between native speakers and non-native speakers. Therefore, it is not expected from a learner to produce all aspects of pronunciation such as the connected speech; reduced forms, and so forth. Also, the
consensus over the intelligibility purpose of pronunciation teaching suggests learning the target language pronunciation well enough to be able to communicate: speak intelligibly and comprehend what is uttered. In this respect, pronunciation teaching does not always need to focus on production to the full extend; rather it may focus on recognition; awareness raising activities. Such activities can include distinction exercises, as mentioned before.

*Chela-Flores (2001)* pointed out that teachers can prefer to stick to only one form of teaching if they believe that is the right one for her/his learners, or s/he can refer to different techniques throughout her/his classes. One of the most important points to consider is that teaching should not be conducted in segregated segments, but in context with meaningful units whatever the level of language proficiency is.


2.15. PRONUNCIATION LEARNING STRATEGIES

O’Malley et al. (1985) found that when he asked 70 high-school ESL students about the learning strategies they used to help them with nine different oral language tasks, one of which was pronunciation. They stated that students reported using numerous learning strategies for pronunciation. However, their results were not reported in such a way as to indicate which specific strategies may have been used for pronunciation learning. Two older studies do however, document a number of language learning strategies that were used specifically for pronunciation learning.

Naiman et al. (1978) identified that after he conducted interviews with 34 good language learners, asking them to describe their language learning experiences. A number of strategies involved in pronunciation learning emerged, as they did from the diary of Rivers (1979), who recorded her own experiences learning Spanish, her sixth language, during five weeks abroad. She published her diary without analysis, but several pronunciation learning strategies and tactics are seen clearly at work.

Oxford’s (1990) found that strategy classification system, direct and indirect strategies, the pronunciation learning strategies and tactics that learners used in learning pronunciation were categorized and documented.

Peterson (2000) investigated Oxford’s study and condensed it into 12 basic pronunciation learning strategies which provide a wider range of specific pronunciation learning tactics than had been previously documented. Learners reported they used these pronunciation learning strategies and tactics to improve their pronunciation learning. Strategies are plans or methods to obtain a specific goal and affect the overall pattern; tactics are maneuvers, details that affect particular ways to control a situation. Pronunciation learning strategies have been useful in
planning the teaching of pronunciation as well as analysing the data reported from teachers and students in this study.

2.15.1 Synthesis of Review

O’Malley et al. (1985) found that 70 high-school ESL students about the learning strategies they used to help them with nine different oral language tasks, one of which was pronunciation. They stated that students reported using numerous learning strategies for pronunciation. However, their results were not reported in such a way as to indicate which specific strategies may have been used for pronunciation learning. Peterson (2000) investigated that the learners who reported that they used these pronunciation learning strategies and tactics to improve their pronunciation learning.

2.16. PRONUNCIATION TRAINING TO DEVELOP SPEAKING CONFIDENCE

Fraser (1999) stated that teachers now agree that explicit pronunciation teaching is an essential part of language courses.

Fraser (1999) identified that confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. Secondly, poor pronunciation degrades good language skills and condemns learners to less than their deserved social, academic and work advancement. The learners’ ability to communicate is severely limited without adequate pronunciation skills.

Morley (1998) found that Limited pronunciation skills can undermine learners’ self confidence, restrict social interactions and negatively influence estimations of a speaker’s credibility and abilities.
Dornyei (2001) stated that Self confidence refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently.

Gilbert (1984) believed that the skills of listening comprehension and pronunciation are interdependent so that if learners cannot hear English well and cannot be understood easily, they are cut off from conversation with native speakers. The process of learning English, as with any other language, is inter-connected. Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. Students need this sense of a system in order to make sense of the separate pieces. If the student’s English pronunciation skills are improved, clearly their listening skills and speaking skills become more refined. Both speaking and listening require bottom-up processing: speaking requires clear articulation of phonemes or sounds, and listening requires accurate comprehension of phonemes.

Celce-Murcia (1991) stated that Without phoneme discrimination skill, students can neither express themselves nor understand others fully. Even though the specific role of phoneme discrimination in listening and speaking is not clear, phoneme discrimination skill certainly provides students with increased confidence.

Avery and Ehrlich (1992) argued that the necessity of confidence in articulation that when teaching pronunciation, we must concern ourselves with much more than simply working through a list of sounds. Even if students have learned to produce sounds, they are often so self-conscious about their pronunciation that they are too nervous to use these sounds in front of a group of people.
Avery & Ehrlich (1992) stated that human muscles do not respond well to nervousness. When speakers get nervous, knees and hands shake as well as the little muscles the speakers use in articulation. With regular practice, learners would improve their performance and feel confident.

Dickinson (1987) stated that the presence of increased productivity or regular practice will lessen frustration, anxiety and thus increase confidence.

Clemont et. al, (1994); Noels & Clemont (1996) found that in the nerves cycle, muscles will not respond when speakers feel nervous. So listeners will not understand, and speakers will be more nervous. The positive cycle shows that confidence increased when the speakers are understood. Low anxiety and nerves, and perceptions of competence would develop self confidence.

Fraser (1999) stated that having confidence in articulation therefore gives students room to express themselves in conversation. This applies also to listening comprehension. Students who are very familiar with phonemes or sounds should have confidence in discriminating sounds. In conclusion, confidence in pronunciation that learners gain from the training allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development.

Avery and Ehrlich (1992) asserted that speakers of another language feel confident if they understand and are understood by the listeners.

2.16.1. Synthesis of Review

Fraser,( 1999) stated that having confidence in articulation therefore gives students room to express themselves in conversation. Firstly, confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. Secondly, poor pronunciation degrades good language skills and condemns learners to less than their deserved
social, academic and work advancement. Morley, (1998) stated that the learners’ ability to communicate is severely limited without adequate pronunciation skills. Limited pronunciation skills can undermine learners’ self confidence, restrict social interactions and negatively influence estimations of a speaker’s credibility and abilities. Dornyei, (2001) stated that self confidence refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently. Gilbert (1984) believed that Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. Avery and Ehrlich (1992) assert that speakers of another language feel confident if they understand and are understood by the listeners.

2.17. CONTRIBUTIONS BY INDIAN RESEARCHERS FOR ELT

There are a lot Indian researchers have done immense contribution to ELT field of study However, As this research deals with English pronunciation teaching in, the substantial research works done by Indian researchers in relation with English learning are studied. Most of the works were contrastive analysis in nature with particular reference to the errors made by native speakers of various Indian languages while learning English as a second language.

The sum of researchers are:

Govindan (1977) identified that there are sociolinguistic aspects of Tamil and English. This study brings out the phonological and morphological aspects of English learned by Tamil speakers.

Ganapathy (1980) discussed that there are problems connected with the pronunciation of English by the Tamils.

Jayashree.s (1989) identified that there are the difficulties in teaching and learning English among high school students.
Jilka Matthias (2000) identified that the role of the effects of the contribution of intonation in the perception of foreign language.

Kusuma Harinath (2001) studied that there are the factors related to learning disabilities in English among school children.

Lalitha Raja, R. (2003) identified that there is a syntactic development of Tamil mother tongue children in learning English.

Malaikkani.s (2002) identified the effectiveness of memory and training models in improving pronunciation at higher secondary level.

Meenakshi Raman (2006) found that there are developing task based language tests for assessing oral skills in English.

Mohire, V.N (1989) studied a critical analysis of methods and means of teaching English applied at the undergraduate level.

Mubarak Ali (1999) pointed out that there are areas of interference of English on Tamil students (from standard VI to IX) in the English medium schools. He specifies the inter-lingual aspects in the field of interference at all linguistic levels; namely, phonological, morphological and syntactical.

Patterson, David (2000) studied a linguistic approach to pitch range modeling.

Pradeep (1997) studied intonation pattern of Tamilian English with Received Pronunciation of English, mainly in interrogation.

Rajadurai (2001) suggested that there is a part of the underlying philosophy of including listening and speaking course in any syllabus is to teach pronunciation as an integral part of oral communication.

2.17.1. Synthesis of Review

Researches regarding the English pronunciation are very limited in India. Some of the researches as the following are helpful for the researcher to carry out his research further. Govindan (1977) identified the sociolinguistic aspect Tamil and English. This study brings out the phonological and morphological aspects of English learned by Tamil speakers. Ganapathy (1980) studied elaborately the problems connected with the pronunciation of English by the Tamils. Pradeep (1997) found that there is a relationship mainly between the intonation pattern of Tamilian English with Received Pronunciation of English, mainly in interrogation. Rajadurai (2001) suggested that including listening and speaking course in any syllabus is to teach pronunciation as an integral part of oral communication. Jilka Matthias (2000) identified the effects of the contribution of intonation in the perception of foreign language. Malaikkani.s (2002) identified the effectiveness of memory and training models in improving pronunciation at higher secondary level.

2.18. SPECIFIC FEATURES OF PRONUNCIATION

Anderson-Hsieh (1992); Munro and Derwing 1995 (Wong 1987) stated that some of the literature to date has indicated that prosodic features are an important factor in speech. Further, words do not occur in isolation during real communication. When a speaker produces an utterance, the individual words may undergo several modifications, which are collectively called connected speech processes. To understand native-speaker talk, the learner needs to be aware of these processes in English. This study will be investigating the effects of instruction on a number of features of connected speech as well as the prosodic features of stress and intonation.
Strong and Weak Forms of Words

*Ladefoged (1983)* stated that when a word is pronounced in isolation, and at least one syllable is fully stressed with no reduction in the vowel quality, this is called the citation form. In connected speech, however, many changes can take place to the word. It may be completely unstressed, the vowel may be reduced or even disappear completely and one or more of the consonants may be dropped or altered.

*Kenworthy (1987)* stated that the importance of weak forms for the learner is principally for the understanding of native speakers. Because German does not contain many weak forms; however, there is a tendency for learners to stress all words and this can result in speech which puts a strain on the listener. For this reason, it would also be desirable to improve the learners' production of weak forms.

Contractions and Elision

*Roach (1991)* pointed out that Elision occurs when under certain circumstances a phoneme is realised as zero and is typical of rapid connected speech. The importance of elision for the learner is principally for the understanding of native speaker talk.

Contractions of grammatical words have special spelling forms, which separates them from the typical elision. e.g. had I'd would He'd like to

Assimilation

*Jones (1960)* defined that assimilation is the process of replacing a sound by another sound under the influence of a third sound which is near to it in the word or sentence.

*Roach (1991)* stated that assimilation can be regressive i.e. a final consonant changes to become like an initial consonant in some way or progressive i.e. the initial consonant changes to become like a final consonant.
Stress

*Ladefoged (1983)* defined that 'A stressed syllable is pronounced with a greater amount of energy than an unstressed syllable.'

Some definitions relate stress to loudness, thus making it possible to distinguish the stress of a syllable (its perceived relative loudness) from its tone (its perceived relative pitch.)

*Clark and Yallop (1990)* stated that stress is the prominence of certain syllables relative to others in a linguistic system.

When a learner meets a word the stressed syllable or syllables should be identified, as well as any differences of stress placement in the word family. e.g. 'photograph pho'tography photo'graphic

*Ladefoged (1983)* stated that the stress that may occur on a word sometimes becomes modified when used in a sentence, with the most common modification being the loss of some of the stresses. In an English sentence, 'stresses tend to recur at regular intervals of time' and the stress occurs on what is deemed to be the important part of the message. e.g. The TRAIN to LONdon leaves at SIX p.m. from PLATform FOUR. (stressed syllables are indicated by CAPITAL letters)

Unstressed syllables are mainly grammatical words which do not carry the important or new information.

Intonation

*Roach (1991)* stated that using a different intonation pattern can change the meaning of any utterance in English.
Tench (1996) identified that there are six functions of intonation (and mentions a sociolinguistic function as a possible seventh function).

1. The first function is the organisation of information a speaker wants to present. The speaker needs to present the information in pieces that are manageable for the listener and to decide which information should be made prominent.

2. A second function is the realisation of communicative functions. A speaker needs to convey their purpose for saying something and intonation is used to distinguish between statements, questions, requests, etc.

3. The third function is the expression of speaker attitude, where intonation is used to convey the mood or attitude to the audience or message e.g. angrily, politely.

4. The fourth function identified is the use of intonation to signal syntactic structure. There are many syntactic patterns that can only be identified in speech by intonation e.g. defining and non-defining relative clauses, transitive and intransitive verbs.

5. The fifth function is the use of intonation by the speaker to make separate units of intonation hang together to form the text of discourse and is called the textual function.

6. The final function is the identification of speech styles or genres. Intonation plays a role in the way we identify different speech styles that depend on various factors such as level of formality and number of participants. Different styles vary in the proportion of rises and falls, the length of the into
national units and the degree of textual structure. Within these functions, the
speaker can choose from a number of nuclear tones such as fall-rise, rise,
level, rise-fall and fall; however, a definitive description of the meaning of
each pattern is very difficult.

Brazil (1977) suggested that the choice of tone marks the discourse status of the
tone group, e.g. a falling tone ('proclaiming') indicates the information is new
whereas a rising tone (referring) shows the experiential content of the tone unit. It is,
unfortunately, not too hard to find examples which contradict this description.
Despite the difficulty of providing a comprehensive description of the uses of
different tones, there are some uses that can be identified and taught to the learner. A
brief description of possible communicative functions associated with different tones
will be given here. The fall is used for statements, wh-questions, question tags,
commands etc. The fall indicates that the speaker knows something, is telling
something or expressing their own feelings and could be more generally described as
indicating that something is complete or finished. In contrast, the rise is used for Yes
or No questions, contradictions, concessions, challenges etc. In such cases the
speaker does not know something and is asking or implying that there is something
more to follow. The fall-rise is used quite a lot in English and common functions are
to call for attention, to imply limited agreement or to respond with reservation. The
rise-fall is mainly attitudinal in meaning and is used to show strong feelings of
approval, disapproval or surprise. A level tone is used in a restricted context in
English and almost always conveys the idea that something is routine, uninteresting
or boring.
2.18.1. Synthesis of Review

This chapter has discussed the historical background to pronunciation instruction and some of the major studies into its effect on acquisition. There are still many questions and there is a need for more research to find more concrete answers. A brief discussion of other factors involved in the learning of pronunciation showed that the acquisition process is a very complex one, which needs further research for better understanding. Finally, the features of pronunciation under consideration in this study were outlined. The basic question under examination in this study is whether students who receive instruction in specific features of pronunciation perform better than those who do not.

2.19. EIL and Teacher Education

Sifakis (2007) stated that another important influence of EIL can be seen in teacher education. He addressed the important issue of teacher education considering the need for a change in the worldviews of English teachers through the teacher education programs. In order to meet this need, Sifakis developed a transformative model which includes five phases:

**Phase 1:** Preparation: Before the start of the actual training session, trainees are asked to respond to some questions concerning their own professional background, studies and interests.

**Phase 2:** Identifying the primary issues of ELF discourse.

**Phase 3:** Fostering trainees’ informed awareness about ELF discourse.
**Phase 4:** ELF and pedagogy: As the sessions progress, the issues discussed will start to become more and more centralized on trainees’ individual teaching situations and influences and choices that have formed their professional identity.

**Phase 5:** Formulating an ELF action plan: Once trainees are aware of all the major issues involved in ELF discourse and pedagogy and have grasped the implications for their own teaching context, they should be ready to put that knowledge into practice by designing, implementing and evaluating an ELF action plan.

*Snow et al. (2006)* underlined that the importance of the following so as to restructure teacher education programs in line with the changing face of English:

1. Exposing teachers (learners) to varieties of English beyond the Inner Circle;
2. Helping to deconstruct the myth of the native speaker;
3. Integrating methodologies that are valued in the local context and reflecting students’ actual needs and interests;
4. Fostering language development through increased target language exposure, consciousness-raising activities, and feedback;
5. Encouraging collaboration between local and outside experts; and
6. Instilling in participants the value of on-going reflective practice and lifelong learning endeavors.

*Sifakis and Sougari (2005)* proposed that teacher training in Expanding Circle settings should promote awareness of issues related to EIL, persuade teachers to study the varieties of English used and encourage reflection on issues of identity and ownership of English.
Jenkins (2005) suggested that ELF practice starts with teacher education and the more teachers learn about ELF, the more likely they will implement it into their classrooms. Jenkins argues that teacher education could focus more on intercultural communication and less on what native-speakers do. From her point of view, teachers should be educated in such a way that they can enable their students to accommodate their lexico-grammar, pronunciation and pragmatics according to their ELF interlocutors who are nonnative English speakers coming from various cultural and linguistic backgrounds.

2.19.1. Synthesis of Review

Sifakis (2007) addressed that the important issue of teacher education considering the need for a change in the worldviews of English teachers through the teacher education programs. Sifakis and Sougari (2005) proposed that teacher training in Expanding Circle settings should promote awareness of issues related to EIL, persuade teachers to study the varieties of English. Jenkins (2005) pointed out that teachers should be educated in such a way that they can enable their students to accommodate their lexico-grammar, pronunciation and pragmatics.

2.20. CONCLUSION

An attempt is made by the researcher to apply the selected strategies to enhance English pronunciation of the B.Ed., trainees in India teacher training colleges.
No study in English is available which deals with the aspect of English pronunciation development of B.Ed., trainees with application of selected strategies. The Indian students have lack of practice in English pronunciation and face difficulty in speaking English due to the traditional way of teachers who themselves struggle to catch up with proper pronunciation. This leads to inefficiency and the students’ achievement in speaking skill is not reached to the expected level. They feel hesitation and fear to speak to people in English due to lack of proper pronunciation. So, the investigator is greatly interested to solve this problem in English.

The researcher found that no research study dealt with the aspect of solving the problem of B.Ed., trainees in English pronunciation. By examining the various research tools and strategies the investigator selected some strategies which would be apt for training the trainees in getting their pronunciation enhanced. Hence, by assessing the research trend, the investigator selected this area for his study.

The research gap has identified by the researcher and an attempt was made by the researcher to adopt this method of using selected strategies in enhancing English pronunciation.