



Objectives In Teaching Stress And Pronunciation: A Teacher's Learning Experience

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ABSTRACT

This paper discussed the objectives in teaching stress and pronunciation based on the experience of the teacher. Based on my own experience teaching English pronunciation is a challenging task with different objectives at each level.

This guides me on how to teach pronunciation. It provides a short overview on what should I addressed first at each level to help my students improve their English pronunciation skills. At the beginning level, the objective in teaching pronunciation is that English learners need to focus on the basics of pronunciation.

At this point, the objective in teaching pronunciation is that English learners feel comfortable with relatively simple pronunciation patterns in English. Improving pronunciation through focus on stress and intonation is one of the best ways to improve the higher intermediate to advanced level English learners. At this level, my students have a good grasp on the basics of each phoneme through the use of exercises such as minimal pairs, and individual syllable stress.

KEYWORDS:

Stress, Pronunciation, Teaching Strategies in Speaking, Guide in Teaching Pronunciation

INTRODUCTION

What are the objectives of teaching pronunciation? Based on your own learning experience. What aspects of pronunciation should be addressed first? Based on my own experience teaching English pronunciation is a challenging task with different objectives at each level. This guides me on how to teach pronunciation. It provides a short overview on what should I addressed first at each level to help my students



improve their English pronunciation skills. Teaching pronunciation it takes muscle coordination, and that means practice - not just mental activity. The objectives or aims in teaching pronunciation are to give a "systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other". I divide the teaching of English pronunciation into three level such as:

FINDINGS AND DISCUSSION

Beginning Level English Learners

At the beginning level, the objective in teaching pronunciation is that English learners need to focus on the basics of pronunciation. In general, the use of rote learning is best for this level. For example, the use of grammar chants is a great way to my students pick up pronunciation skills through repetition. Teaching the IPA (International Phonetic Alphabet) is too challenging at this point as learners are already overwhelmed with the challenges of learning a language.

Learning another alphabet for pronunciation is beyond the capability of most beginning level English learners. Certain patterns such as silent letters in English, and the pronunciation of /ed/ in the simple past is a good starting point for future pronunciation drills. I also give exercises to my students about the difference between voiced and voiceless consonants.

Intermediate Level English Learners

At this point, the objective in teaching pronunciation is that English learners feel comfortable with relatively simple pronunciation patterns in English. Moving on to exercises using minimal pairs can help learners to refine their pronunciation of individual phonemes.

Intermediate level learners should become aware of common word stress patterns, as well as sentence stress types. At this point, my students can also begin becoming familiar with the IPA.

Advanced Level English Learners



Improving pronunciation through focus on stress and intonation is one of the best ways to improve the higher intermediate to advanced level English learners. At this level, my students have a good grasp on the basics of each phoneme through the use of exercises such as minimal pairs, and individual syllable stress.

However, English learners at this level often focus too much on correct pronunciation of each word, rather than on the fluency of each sentence. I also introduce at this stage the concept of stress and intonation and the role it plays. The students first need to understand the role of content and function words.

I also use lessons on practicing stress and intonation. My students should learn how to use sound scripting a way of marking up texts to help prepare for reading aloud. Finally, advanced level students should be capable of changing meaning through word stresses within sentences to bring out contextual meaning through pronunciation.

Furthermore, in the Philippines the objective in teaching pronunciation depends on the teacher and on the aspects of pronunciation that is being addressed. There are several factors to address first in teaching English pronunciation. The *voicing* as one way to teach pronunciation, which aim is to get the appropriate voice sound of the word. In voiced sounds it will make the throat vibrate. Have students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only. The *aspiration* it refers to a puff of air when a sound is produced. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

Another one is the *mouth position* which draws simple diagrams of tongue and lip positions. Have students use a mirror to see their mouth, lips, and tongue while they imitate you. The *intonation* word or sentence intonation this will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation. The *linking* students pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. To help learners' link words. The vowel length students can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on



shorter ones. The syllable have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable. The specific sounds minimal pairs, or words that differ by only one sound, are useful for helping students distinguish similar sounds.

SUMMARY

In teaching stress and pronunciation students can be classified into three: the Beginning Level English Learners – where the objective in teaching pronunciation is that English learners need to focus on the basics of pronunciation. The Intermediate Level English Learners where the the objective in teaching pronunciation is that English learners feel comfortable with relatively simple pronunciation patterns in English. Lastly, Advanced Level English Learners where the students have a good grasp on the basics of each phoneme through the use of exercises such as minimal pairs, and individual syllable stress.

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