# WHICH METHOD WORKS BEST FOR PRONUNCIATION?

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**Abstract:** This study is devoted to studying the effectiveness of a method aimed at improving English pronunciation in 4-5th grade students. The study was conducted among 4th grade students of school No. 53 in Beshariq district of Fergana region. 4th grade students were selected for the study. The method used was to improve phonetic knowledge, repetition exercises, oral speech exercises, and interactive games. The results showed that this method significantly improved students' pronunciation skills, increased their confidence in speaking English, and increased their activity in the lesson. At the end of the study, it was confirmed that this method is effective for primary school students.

**Key words:** pronunciation, phonetics, speaking, method, students, spelling, repetition exercises, interactive games.

**Annotatsiya:**Ushbu tadqiqot 4-5 sinf o‘quvchilarida ingliz tili talaffuzini yaxshilashga qaratilgan metodning samaradorligini o‘rganishga bag‘ishlangan. Tadqiqot Farg‘ona viloyati Beshariq tumanidagi 53-maktabning 4-sinf o‘quvchilari orasida o‘tkazildi. Tadqiqotga 4-sinf o'quvchilari tanlab olindi. Metod sifatida fonetik bilimlarni oshirish, takrorlash mashqlari, og‘zaki nutq mashqlari hamda interaktiv o‘yinlardan foydalanildi. Natijalar shuni ko‘rsatdiki, ushbu metod o‘quvchilarning talaffuz ko‘nikmalarini sezilarli darajada yaxshiladi, ularning ingliz tilida so‘zlashishdagi ishonchini oshirdi va dars jarayonida faolligini kuchaytirdi. Tadqiqot yakunida mazkur metod boshlang‘ich sinf o‘quvchilari uchun samarali ekanligi tasdiqlandi.

**Kalit so'zlar:** talaffuz, fonetika, speaking, metod, o'quchilar, spelling, takrorlash mashqlari, interaktiv o'yinlar.

**Аннотация:**Данное исследование посвящено изучению эффективности метода, направленного на улучшение английского произношения у учащихся 4-5 классов. Исследование проводилось среди учащихся 4 класса школы № 53 Бешарикского района Ферганской области. Для исследования были отобраны учащиеся 4 класса. Использовался метод, включающий в себя улучшение фонетических знаний, упражнения на повторение, упражнения на устную речь и интерактивные игры. Результаты показали, что данный метод значительно

улучшил навыки произношения учащихся, повысил их уверенность в разговорной речи на английском языке и увеличил их активность на уроке. В конце исследования было подтверждено, что данный метод эффективен для учащихся начальной школы.

**Ключевые слова:**произношение, фонетика, разговорная речь, метод, учащиеся, правописание, упражнения на повторение, интерактивные игры.

**Introduction:** Correct pronunciation is essential for effective communication. Although learners may have knowledge of grammar, vocabulary, and other important language rules, poor pronunciation skills can cause communication problems. It can also lower students' speaking confidence. If pronunciation mistakes are not corrected at an early stage, they may turn into habits that are hard to change over time.

**Background:** English pronunciation instruction has consistently been a significant focus in the ESL setting. This emphasis is driven by the understanding that accurate pronunciation is crucial for effective communication and integration into English-speaking contexts (Azimova and Solidjonov, 2023).[1] English pronunciation is simply ignored in the curriculum of some universities in Thailand (Wei and Zhou, 2002; see also Syananondh, 1983). In Mexico, pronunciation was described as “the Cinderella of language teaching”; that means an often low level of emphasis was placed on this very important language skill (Dalton, 2002).[2] Pronunciation and phonology are obviously related to speaking and listening. Pronunciation training improves speaking abilities by helping learners to develop clear speaking skills. Clarity of speaking improves intelligibility and minimizes

[1] Li, P., & Tao, N. (2025). Innovative approaches to English pronunciation instruction in ESL contexts: integration of multi-sensor detection and advanced algorithmic feedback. Frontiers in Psychology,

https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1484630/full

[2] Wei, M. (2006). A literature review on strategies for teaching pronunciation. ERIC Document https://files.eric.ed.gov/fulltext/ED491566.pdf

effort for interlocutors. We know that pronunciation training can also help develop perception abilities, even though experimental evidence is still limited (Linebaugh & Roche, 2015).[3] Although 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. In China, an English phonetics course is simply left to chance or given no place at all in English teaching and learning (Cheng,1998)[4] Pronunciation is one of the essential skills in oral form and is considered the basic ability of speaking English as well as other language (Huang, & Radant, 2009).[5]

**Objectives:**

1. What approaches can teachers use to develop correct pronunciation among Grade 4–5 students?
2. What are the main reasons for continual pronunciation mistakes in Grade 4–5 learners?
3. Which classroom-based strategies are effective in improving students' pronunciation accuracy?

**Research problem:**

This research aims to build previous research on pronunciation teaching by providing successful teaching methods and practical techniques that support the development of

[3] Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? The CATESOL Journal, 30(1), 13–45. https://files.eric.ed.gov/fulltext/EJ1174218.pdf

[4] Wei, M. (2006). A literature review on strategies for teaching pronunciation. Online Submission. ERIC Document ED491566. https://files.eric.ed.gov/fulltext/ED491566.pdf

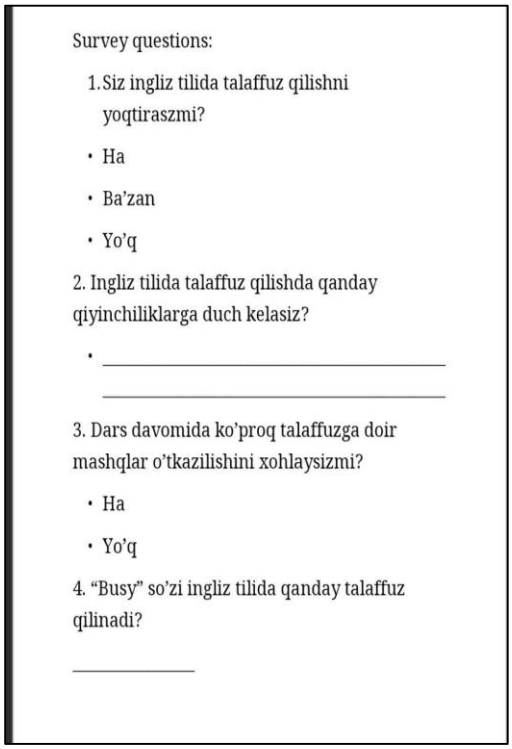
[5] Wei, M. (2006). A literature review on strategies for teaching pronunciation. Online Submission. ERIC Document ED491566.

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students' pronunciation skills. Moreover, the study seeks to explain and analyze English phonemes, sound combinations, and letter–sound relationships that have received little focus in previous research. Furthermore, this article offers a detailed analysis of pronunciation teaching methods, frequent mistakes made by teachers, learners' inappropriate attitudes toward pronunciation tasks, and the importance of developing pronunciation skills through interactive activities such as learning tips and games.

**Map out of the paper:**

This article begins by reviewing various studies connected to teaching pronunciation and highlighting its importance in language learning. It then focuses on common pronunciation difficulties faced by students, especially in the 4–5 grades. In addition, the paper examines some mistakes made by teachers while teaching pronunciation. Finally, it recommends practical techniques that can help improve the teaching and learning of pronunciation.


Survey questions:

1. Siz ingliz tilida talaffuz qilishni yoqtiraszmi?
   - Ha
   - Ba'zan
   - Yo'q
2. Ingliz tilida talaffuz qilishda qanday qiyinchiliklarga duch kelasiz?
   - _____
     _____
3. Dars davomida ko'proq talaffuzga doir mashqlar o'tkazilishini xohlaysizmi?
   - Ha
   - Yo'q
4. "Busy" so'zi ingliz tilida qanday talaffuz qilinadi?

   _____

**Methods:**

In response to the link between pronunciation and speaking skills, this research uses pronunciation practice together with speaking exercises to improve learners' clear speech and understanding (Linebaugh & Roche, 2015).

This study was conducted among 4th grade students of school No. 53 of Beshariq district of Fergana region and a group of ten learners was

randomly chosen from one class. The students were around 9-10 years old and had knowledge of English at A1-A2 language level. The method for the study was selected depending on the results of survey questions conducted to examine the level of knowledge of the students and their opinions towards learning pronunciation. The questionnaire consisted of 4 multiple-choice and closed questions,some of which focused on their attitude towards learning pronunciation in English, while others determined their pronunciation ability. Based on the results of the questionnaire, a method of improving pronunciation through speaking and listening exercises was selected. This method was implemented in stages: first, students were given phonetic knowledge, this knowledge was reinforced through word repetition, and then it was practically applied through speaking exercises. In addition, songs and podcasts were also effective during the study. After the method was applied in practice, it was analyzed through various tasks. The results of the analysis show that this method is positive and effective in improving pronunciation for students.



Results:

The results of the questionnaire revealed several important findings about students' pronunciation skills and attitudes.

For the first question, "Do you like practicing English pronunciation?" 7 students (70%) answered "yes," while 3 students (30%) responded "sometimes." This shows that most learners have a positive attitude toward pronunciation practice.

For the second question, "What difficulties do you face when pronouncing English words?" students mainly reported a lack of phonetic knowledge. They also mentioned that they often struggle to correct words they have been pronouncing incorrectly for a long time.

In response to the third question, "Would you like to have more pronunciation activities during your lessons?" all students answered "yes" (100%), indicating a strong demand for more pronunciation-focused practice in class.

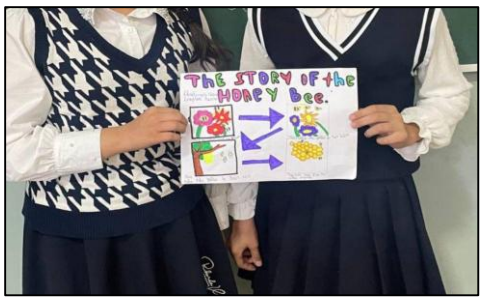
The fourth task assessed students' ability to pronounce different given words individually for each student. 6 students (60%) pronounced their assigned words correctly, while 4 students (40%) made mistakes. This shows that some learners still experience difficulties with accurate pronunciation of basic vocabulary.

Overall, the results indicate that although students are motivated to improve their pronunciation, they still need more regular practice and engaging classroom activities to develop greater accuracy and confidence in pronunciation.

**Discussion:**

Findings from the study indicate that 4th–5th grade students' pronunciation abilities developed effectively throughout the learning process. Throughout the research,

repetition exercises, listening activities, and pronunciation practice tasks were implemented. These methods created a strong foundation for increasing students' interest in pronunciation, while they also helped students correct their mistakes more actively.The findings also show that students were able to strengthen and apply their phonetic awareness in practice. Despite these improvements, some learners continued to face challenges with complex vocabulary and words they had been mispronouncing for a long time. These difficulties can be gradually reduced through continued practice using the methods mentioned above. Moreover, repetition exercises, listening activities, pronunciation practice, and the development of phonetic knowledge are effective approaches for improving pronunciation skills. In addition to improving pronunciation accuracy, these methods also contribute to increasing students' confidence and motivation in learning English.




**Conclusion**:

results demonstrate that this method is effective for primary school students. Students' pronunciation improved as a result of this method, and their phonetic knowledge further supported this development in developing better pronunciation skills. Repetition exercises and speaking activities increased their confidence in speaking. In addition, different interactive games in the lessons encouraged students to participate more actively. Overall, it can be concluded that this study shows that the method is effective and successful for primary school students and helped to achieve the main goals.

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