

# **Pronunciation Related Activities Existing in English For Today Book And effective Way of teaching Them**



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## **Introduction :**

Pronunciation related activities existing in English for Today book and effective way of teaching them. For many years, I taught English in a variety of contexts without having a clear idea of how to teach pronunciation . Having established that intelligible pronunciation is one of the necessary components of oral communication, the next issue is methodological: How can teachers improve the pronunciation of unintelligible speakers of English so that they become intelligible? This is a problem for Communicative Language Teaching, since proponents of this approach have not dealt adequately with the role of pronunciation in language teaching, nor have they developed an agreed-upon set of strategies for teaching pronunciation communicatively .In this assignment I will try to show Pronunciation related activities existing in English for Today book and effective way of teaching them.

## **Analysis and Discussion :**

The fact is that most of our students *do* want to be able to use the language they are studying to speak with other people. Poor intelligibility and its likely companion, poor listening comprehension, can be socially inhibiting and damaging to a learner's ability to cope effectively in an English-speaking environment.

## **Teaching:**

It is safe to say that no single individual has ever had such a profound influence upon methods of language learning as Daniel Jones. Unlike many of his contemporaries in early days, he believed that it was not enough to be able to read a foreign language and that it was of tremendous importance how one spoke it. It was this conviction that led him to develop methods of teaching . . . which eventually revolutionized the learning of languages and particularly the study of pronunciation and intonation .

## **Situation Use Of Pronunciation :**

what students need to know about pronunciation. Programs rarely have the luxury of stand-alone pronunciation classes, but once a teacher understands what elements are highest priority, they will be readily apparent in regular class content. These elements help bring clarity to text, and the following examples are easy to spot once you are looking for them: vowel clarity and lengthening (in crucial syllables), consonants that signal grammar cues (spelled with final letter D or S), word stress (helping identify the word), contrastive sentence emphasis (showing coherence—what goes with what), thought grouping (helping clarify grammatical divisions), and linking (helping tie thought groups together). Ways of promoting attention to crucial pronunciation of these elements in the regular classroom is the purpose of this book.

## **How to teaching Pronunciation :**

1. When you introduce new words and phrases, make sure students hear a clear example of the word or phrase .
2. Make sure students get opportunities to practise saying new words and phrases.
3. Get students to repeat dialogues – as a whole group, in large groups and in pairs .
4. Teach students to join in rhymes, songs and poems .
5. Listen to students when they do pair work and make a note of any pronunciation mistakes, then discuss these with the class after the activity.
6. Use the pronunciation lessons in English for Today.

## **My opinion and recommendation :**

It is rare that teachers have the opportunity, as I did, to teach a stand-alone pronunciation class and really learn about English prosody instruction. More commonly, teachers must balance the needs of their students within a somewhat fixed curriculum.

If this is the case, pronunciation is not always explicitly included even in a speaking course, and teachers need to find ways to

integrate pronunciation into existing curriculum and textbook materials. As a trainee teacher, I think perspective of Bangladesh Pronunciation is an important part of speaking, Somebody may speak English fluently and accurately, but if his or her pronunciation is very poor, then people can't understand what he or she is saying. Pronunciation is not just about sounds.

## **Conclusion :**

Primary level education is the base of the students for their future. Every year many of our students fail in the public examination and even those who pass in the existing exam system by memorizing and without achieving four skills, cannot display enough competence in English. Primary level has been chosen as it is the basic level and the teachers are entirely responsible for the students' learning at this level.

Students need to know how individual words sound in English, but of course when we speak, we don't just use individual words. Students also need to practise saying sentences, so that they can practise intonation – which means the voice going up or down - and rhythm.

**References :**

**primary Teachers Education DPED (English)**

**www. teachers.gov.bd**

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