



“METHODOLOGY FOR TEACHING PHONETIC AND INTONATION IN SPEAKING AMONG UPPER SECONDARY STUDENTS USING AUTHENTIC MATERIALS”

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ABSTRACT

This research investigates effective strategies for teaching phonetic elements and intonation in spoken English to upper secondary students, with a focus on the use of authentic resources. Phonetic aspects such as articulation, stress patterns, speech rhythm, and connected speech along with intonation, which shapes the pitch and flow of speech, play a crucial role in helping learners achieve clear and natural communication. The study highlights the importance of using genuine language input like everyday dialogues, podcasts, interviews, movies, and other real-life speech examples to improve students' speaking and listening skills. The proposed teaching approach blends both analytical and imitative methods, incorporating techniques such as practicing minimal pairs, analyzing intonation patterns, shadowing native speakers, and engaging in communicative speaking tasks. The instructional model follows a step-by-step process: initial exposure to authentic material, structured analysis, and active speaking practice. Results indicate that regular engagement with real-world spoken English not only enhances students' awareness of phonological features but also significantly improves their speaking confidence and fluency.

Teaching pronunciation to EFL learners has been ignored and avoided immensely due to various reasons. One reason is that non-native EFL teachers are not competent enough to teach pronunciation rules to learners. Another reason is that the vast majority of non-native teachers are not fluent enough in English because they either haven't studied English in an English-speaking country or not been exposed enough to an English-speaking environment. A third factor is that the teaching process of pronunciation itself is kind of hectic since it requires utilization of audio-visual devices which makes a very massive number of teachers refrain from teaching it. A fourth factor is that teachers do not use authentic materials to teach pronunciation which hence makes it just like any other theoretical course rather than being practical and interactive. A fifth cause is that most teachers do not adopt active learning

strategies in their classes rather they tend to use a teacher-centered approach of teaching which makes learners bored to death in those classes. Undoubtedly teaching pronunciation properly is extremely significant and surpasses the boundaries of teaching speaking skills for the sake of communication.[1]

The use of authentic materials in foreign language learning has a long history. According to Henry Sweet, for example, who taught and wrote at the end of the nineteenth century and is regarded as one of the first linguists, made regular use of authentic texts in his books and was well aware of their potential advantages over contrived materials: The great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language. The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential.[2] Pronunciation instruction must be instructed as communicative interaction beside other perspectives of talked talk, such as practical meaning and nonverbal communication. The affirmation that articulation includes both segmental and suprasegmental highlights highlight the complexity of using a moment language's phonological framework. The perception that moment dialect learners frequently carry over elocution highlights from their local dialect underscores the challenges in accomplishing native like articulation. This marvel reflects not as it were the etymological trouble but moreover the social importance connected to dialect and identity.[3]

According to Brown, Considering the complexity of speaking by using English as a foreign language (EFL), EFL teachers, therefore, do need to understand well how to facilitate their students to be able to communicate by using the target language. To enable the EFL teachers to facilitate learning, there are some principles teachers need to bear in mind when they intend to obtain such goals; amongst them are understanding students' psychology, classroom management, selecting suitable teaching strategies and media as well as teaching materials. Focusing on teaching speaking highlights that one of the principles EFL teachers need to hold in teaching speaking is putting up authentic language during teaching. Therefore, to be able to provide authentic language, teachers need to give their students authentic materials.[4] Also here are some methods for improving speaking skills such as;

task-based learning (TBL) Task-Based Learning focuses on completing meaningful tasks using the target language. This approach encourages students to use English in practical contexts, enhancing their speaking skills through real-world applications;

peer interaction and group work Encouraging students to work in pairs or small groups fosters communication and collaboration. Peer interaction provides opportunities for students to practice speaking in a supportive environment, enhancing their language skills;

public speaking and debates Organizing debates and public speaking activities allows students to express their opinions, argue points, and engage in structured discussions. These activities build confidence and improve fluency in speaking and etc..

Overall, the use of authentic materials in teaching speaking aligns with communicative language teaching principles and addresses challenges faced by both learners and teachers, including lack of fluency and insufficient exposure to natural English. Consequently, authentic

materials are essential for effective pronunciation instruction and overall speaking skill development in foreign language education.

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