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## PROVIDING OPPORTUNITIES FOR EFL PRONUNCIATION TEACHING

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*The paper describes intelligibility in pronunciation teaching through the framework of phonological competence of EFL teacher trainees as an integral part of their linguistic competence, analyzed from a CEFR-oriented perspective (Common European Framework of Reference), revisiting the opportunities for pronunciation teaching for teacher trainees during Pronunciation Pedagogy classes. The following problems have been solved: analysis of the studies which lay theoretical background for the work has been made, the essence of phonological competence of EFL teachers has been clarified and practical possibilities to train intelligible pronunciation have been introduced. Knowledge and skills in the perception and production of the sound-units, the phonetic features which distinguish phonemes, the phonetic composition of words and sentence phonetics (intonation) were defined as essential for EFL teacher trainees' phonological competence. It has been estimated that educational efforts should be directed at targeted phonetic training, which will enhance intelligible learners' pronunciation. Opportunities for pronunciation teaching had been examined but not as an optional 'add-it-on-if-we-have-time' language, advocating for equality of phonology among other language resources (grammar and vocabulary) to ensure the avoidance of communication breakdowns, thus, the integration of pronunciation work with grammar and lexis was highlighted and a special academic course of Pronunciation Pedagogy has been viewed as an opportunity to create trainees' awareness of appropriateness and effectiveness of the teaching material to the age of the pupils and the level of their English, thus, the so-called mouth gym activity has been introduced to practise the physical aspects of English sounds with visual memory pegs and tactile reinforcement ideas, described in terms of learner friendly explanations. Finally, intonation teaching has been found out to be an important feature of classroom language analysis and practice, helping students towards greater effectiveness and articulation in English.*

**Key words:** intelligibility, language resources, phonological competence, sound articulation, prosodic features, learner friendly explanations.

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## I. INTRODUCTION

*Pronunciation teaching urgently needs a more carefully prioritized curriculum. J. Gilbert, J. Levis. TESOL QUARTELY, 2000.*

The new educational standards embodied in the New Ukrainian School (NUS) are partly based on the recommendations issued by the European Parliament and the Council on key competences for lifelong learning (European Parliament 2016). The communication in foreign languages is one of the 10 Key Competencies of the NUS (Ministry of Education 2016): “The ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts and views. By listening, speaking, reading and writing in a broad range of societal and cultural contexts. The skills of direct activity and intercultural communication”. Implementing these standards, Ukraine has doubled the efforts of the country in approaching the European Union, substantiated by its application to join the European Union (EU) that will result in immediate and far-reaching perspectives for educational challenges: English as a foreign language has been given the major importance aiming at integrating in European educational, cultural, economic, political space, etc. and this movement cannot be realized without highly professional teachers, interpreters etc., whose overall language proficiency meets the standards of European Union. The increasing significance of English at international and national levels, the spread of English in a global world, when as stated by Jenkins (Jenkins 2000, p.1), “for the first time in the history of the English language, second language speakers outnumber those for whom it is the mother tongue, and interaction in English increasingly involves no first language speakers whatsoever”, the need for adequate system of language examinations and systems of evaluation such as the Common European Framework of Reference (the CEFR) across the world, and the desire for objective standards in English language education all create push to the need for revisiting the role of phonological competence of teacher trainees in providing opportunities for intelligible pronunciation teaching, as the phonological competence of EFL teacher is viewed as crucial part of English learners’ linguistic competence (CEFR 2020) and its importance is defined not only by the role pronunciation plays in speech recognition, speech perception, and speaker identity (Levis 2018; 2020), but by being recognized as a major language resource, alongside with grammar and vocabulary, to negotiate and interpret meaning, thus, we assume that pronunciation teaching is of growing importance today.

**Methods.** The general scientific methodological foundation of the work is anthropocentric paradigm of present-day linguistics; theoretical research methods (literature review of recent academic publications in the field of English phonetics and phonology where the present state of the problem is substantiated with comparison and generalization; assessment and generalization of the facts collected in the research process); explanativity and expansionism are interrelated in the research, bringing together a significant amount of data of various linguistic theories, due attention is given to the latest achievements of phonological studies which allow to provide argumentation and explanatory power to analyze phonological competence of EFL teacher trainees from the point of pedagogical implications.

It is appropriate to begin a study of analyzing the opportunities for pronunciation teaching by recognizing and acknowledging the fundamental importance of intelligible pronunciation of EFL teachers. We advocate an introduction of an academic module of Pronunciation Pedagogy/Pedagogical Phonetics that should be offered in teacher education programs of higher learning to give theoretical fundamentals and training to help them direct the educational efforts at intelligibility enhancement, instead of focusing on accent eradication, and, as Derwing and Munro claim (Derwing and Munro 2005, p. 385), in determining pedagogical priorities, it is essential to have an accurate understanding of the target language’s phonological system first.

A key section of our study will be a **literature review** presenting in-depth examination of the most prominent scientific works, which result in covering some practical insights of pronunciation

teaching. Though the fact of neglecting pronunciation, marginalization of pronunciation research and teaching has been underlined by researchers in L2 phonology (Kelly 2000; Munro, M. J., & Derwing 1995, Derwing & Munro, M. J., 2005, 2009; Macdonald 2002; Luchini 2005; Roach 2009; Saito 2012; Ikhsan 2017; Levis 1999, 2010, 2018); the lack of attention to pronunciation teaching in otherwise authoritative texts has resulted in limited knowledge about how to integrate appropriate pronunciation instruction into second language classrooms (Derwing T.M., Munro M. J. 2009, p. 373, 476; Roach 2009, p. 6; Luchini 2005, p. 37; Derwing 2019, p.12), as claimed by Baker (Baker 2010, p. 83), lack of research into pronunciation is surprising considering the essential role that pronunciation plays in successful communication.

Recent decades witnessed the recognition of pronunciation as an essential component of linguistic competence of EFL teacher: P. Roach finds it encouraging that in recent years there has been a significant growth of interest in pronunciation teaching and many new publications on the subject (Roach 2009, c. 6); Derwing and Munro claimed that the recent revival of interest in pronunciation research has brought a change of focus away from native-like models toward easy intelligibility (Derwing and Munro 2005, p. 476), researchers have acknowledged that intelligibility, the extent to which the listener can identify the speaker's intended words, is a two-way process involving both listener and speaker (Zielinski 2008, p. 69; Di 2024, p. 5), though the lack of attention to pronunciation teaching in otherwise authoritative texts has resulted in limited knowledge about how to integrate appropriate pronunciation instruction into second language classrooms. Thus, the purpose of the article is to give an overview of existing approaches to EFL intelligible pronunciation teaching focusing on the importance of pronunciation because of its tremendous impact on speech intelligibility, and, as claimed by Levis, examining pronunciation and errors in greater detail before language classes can truly reflect an approach that prioritizes intelligibility (Levis 2018, p. 32), providing opportunities for pronunciation teaching not as an optional '*add-it-on-if-we-have-time*' language feature.

It is obvious that EFL teachers are competent communicators, and one of the essential parts of the repertoire of a competent communicator, as claimed by Celce-Murcia and Olshtain, consists of the language resources used to create discourse (Celce-Murcia, Olshtain 2000, p. 19), with high proficiency level, but often the following contradiction interferes with their successful integration of all language resources of the English language into classroom interaction: keeping in mind three language resources, i.e., phonology, grammar and vocabulary, where phonology is intelligence, as without sound systems there would be no spoken language and no oral communication (Celce-Murcia, Olshtain 2000: 35), grammar is structure and vocabulary is meaning, we noticed that much attention is regularly devoted to grammar, a lot of vocabulary work is being done at every class, but pronunciation instruction is continually neglected by teachers? Though, as claimed by Kelly, English language learners with a good grammatical and lexical proficiency feel frustrated when communication breaks down due to their poor pronunciation, still a paradox remains: the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. Kelly claimed that many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching (Kelly 2000, p.13). In spite of the fact that trainees and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take precedence, they tend to make grammar their first concern, lexis follows closely behind, with items of vocabulary and longer phrases being 'slotted in where appropriate, and a look at the contents pages of most coursebooks will show that we tend to think of the organization of language in terms of grammatical structures, although some more recent publications claim to have a lexically arranged syllabus. But language learners, on the other hand, often show considerable enthusiasm for pronunciation. They feel it is something that would help them to communicate better. So, paradoxically, even though both teachers and learners are keen on the subject, it is often neglected. Thus, reluctance of the EFL teachers to integrate pronunciation work with the treatment of grammar and lexis, definitely needs revisiting and considerable attention at

Pronunciation Pedagogy classes, where teacher trainees will share their ideas about teaching, examine their attitudes, beliefs, assumptions, and teaching school practice; have all opportunities to collaborate on the topic of the importance of this interconnection: the sound system and listening; the sound system and inflectional morphology; the sound system and the lexicon, as the sound system is a major resource of creating meaning, relating to every aspect of the language when the learner listens, speaks, reads etc., always keeping in mind that some elements of pronunciation affect intelligibility a great deal (Levis 2018), resulting in communication breakdowns, thus, as claimed by Berns “Each [speaker and listener] carries the responsibility to be understood; each must make an effort to understand” (Berns 2008, p. 329). Breakdowns in the segmental system (examples are taken from O’Connor J.D., Fletcher 1998) are most likely to interfere with intelligibility, as in *We are rarely/really happy*; *She bought an expensive van/fan*; or *She’s lost her hearing/earring*; etc.

Surprisingly, even when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned, as underlined by Kelly (Kelly 2000, p.13). Yet pronunciation work can, and should, be planned for too and a lesson which focuses on particular language structures or lexis needs to include features of pronunciation in order to give students the full picture, and hence a better chance of being able to communicate successfully. While planning, teachers should decide what pronunciation issues are relevant to the particular structures and lexis being dealt with in the lesson (Kelly 2000, p. 13-14). Thus, intelligibility in pronunciation teaching through the framework of phonological competence of EFL teacher trainees as an integral part of their linguistic competence, analyzed from a CEFR-oriented perspective (Common European Framework of Reference), revisiting the opportunities for pronunciation teaching for teacher trainees during Pronunciation Pedagogy classes is being discussed below.

## II. RESULTS AND DISCUSSION

Considering pronunciation for EFL teacher education from a CEFR-oriented perspective (the Common European Framework of Reference Companion Volume 2020), where the main message is that language learning should be directed towards enabling learners to act in real life situations expressing themselves and accomplishing tasks of different nature, with the action-oriented approach putting the co-construction of meaning through interaction at the centre of teaching and learning process (CEFR 2020), the question of the priority of the segmental or suprasegmental features for intelligibility that should be taken into account in teaching English pronunciation arises. It is obvious, that much pronunciation teaching is about articulation, but of course, articulation itself is not a goal, as we don’t articulate speech just to move the tongue around in the mouth. Relying on the action-oriented approach, the goal of articulation is to communicate a phonologically-encoded message, where articulation is adequate to create a sound that when processed by the hearer’s perceptual system can be interpreted using the phonological code, i.e., to communicate some phonologically encoded information from the mind of the speaker to the mind of the hearer. The process involves not only articulation and sound and perception but also the recognition of the message in the hearer. This view has important consequences: it sets a minimum quality requirement for the articulation, and it should be understood by teacher trainees as at least good enough for the hearer to identify the words/meaning in the message.

As noted previously, an important point to make here is the involvement into the structure of phonological competence of knowledge and skills in the perception and production of 1) the sound-units (phonemes) of the language and their realization in particular contexts (allophones); 2) the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion); 3) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); 4) sentence phonetics (prosody): sentence stress and rhythm; intonation; phonetic reduction; vowel reduction; strong and weak forms; assimilation; elision, where intelligibility (the focus is on how much effort is required from the interlocutor to decode the speaker’s message) is a

key factor (CEFR 2020, p. 133), not the nativelike pronunciation that historically dominated in a foreign language instruction (Levis, 2005, p.370; CEFR 2020, p.134). As Derwing argues “instead of focusing on accent reduction or eradication”, the educational efforts should be directed at “intelligibility and comprehensibility enhancement”, and indicates that nowadays instructors feel they have received insufficient training to teach pronunciation and consequently do not know where to start; despite their feelings of inadequacy, they realize that some of their students would benefit from pronunciation instruction (PI). Moreover, many of the questions that teachers and students have about L2 pronunciation are not yet fully answered (Derwing 2019, p.12). Thus, it has to be taken into consideration at the practical classes of Pronunciation Pedagogy for EFL teacher trainees where the educational efforts should be directed at intelligibility enhancement (helping L2 students become more successful in communicating (Levis 2018, p. 32)), if they wish to improve their knowledge and develop their practical skills in this important area. The purpose of the course is to show teachers how to integrate pronunciation work with the treatment of grammar and lexis in order to help students appreciate its relevance and importance for successful communication, or if to put it simply, how pronunciation issues can be planned into a lesson. Objectives for the course usually include familiarizing trainees with all those areas that go into English language teaching – methodology, classroom procedures, techniques and aids, language awareness and testing. Students will have the opportunity to teach and to find out how to prepare and evaluate lessons too. Certainly, whole pronunciation lessons may be an unaffordable luxury for classes under syllabus and timetable pressure in the majority of secondary schools, many teachers tackle pronunciation in a mixture of the ways suggested below, keeping in mind that it is not as a five-minute filler or end of the day activity.

First, the features and physiology of pronunciation should be explored, and, undoubtedly, phonemic transcription has to be introduced, because English, as claimed by Wells (Wells 1996, p.239), is blatantly irregular, there is a terrible mismatch between its spelling and pronunciation, the chaos that the same letters may cause the appearance of absolutely different sounds, e.g., if we compare *Suzy/busy; horse/worse, head/heat, lord/word, retain/Britain, shoes/goes/does, blood/food*, etc. Thus, the principal reason for using phonetic transcription is easily stated. When we transcribe a word or an utterance, we give a direct specification of its pronunciation. If ordinary spelling reliably indicated actual pronunciation, phonetic transcription might be unnecessary; but often it does not (Wells 1996). So, young learners urgently need to be able to decode print, because if they cannot guess how the print is pronounced, they cannot take the stuff teachers give them in class, to practice at home, the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned, as claimed by Ur (Ur 1991, p.60), so, the ‘*Basic menu*’ of vowel letters: how vowels sound in four types of the syllables should be taught.

Second, practical tips for teachers depending on the types of lesson, suggested by Kelly (Kelly 2000, p.4), have to be introduced: Integrated lessons, where pronunciation is fully integrated with the other aspects of the language being taught; Remedial lessons and activities, which deal with pronunciation difficulties and issues which arise in class; and Practice lessons and activities, where particular aspects of pronunciation are addressed in their own right.

The most obvious area for useful integration is work that connects vocabulary and pronunciation. There are good arguments for teaching the pronunciation of words (both the sounds and their stress) as they are introduced. If learners have confidence that they can pronounce a word correctly, they are likely to use it as they speak. While undertaking a study, several relevant and trusted research works have been carefully analyzed (Hancock, 2012; Roach, 2009; Hewings, 2004; Harmer 2007; Ur, 1991; Harmer, Celce-Murcia M., Brinton D.M. and Goodwin J.M., 2010; Gimson, 1994; Kelly, 2000; Celce-Murcia M., Olshtain, 2000), claiming that there are some useful areas of overlap of grammar and pronunciation, e.g., when teaching plural endings, there are a number of pronunciation points the teachers can focus on: - /s/ versus /z/ minimal pairs: /s/ - no voice from the

throat, it sounds like the noise of the snake; /z/ - there is a voice from the throat, it sounds like the noise of a bee; plurals: weeks, eggs; Present Simple: he wins, drinks; Possessive Case: *Tom's, Rose's*; impossible consonant clusters: we need a vowel sound before the final /z/ in *horses* because without it, the ending would be /sz/, which is impossible in English; assimilation of voicing: a word which ends with an unvoiced sound gets the unvoiced /s/ plural (*cats*); a word which ends with a voiced sound gets the voiced /z/ ending (*dogs*), /iz/ follows sounds that 'hiss': s, z, sh, ch, g (*addresses, sizes, brushes, bushes, cages*); grammar connection: /i:/e/: present tense vowel /i:/: *sleep, meet, feel, read, leave, dream* versus past tense /e/: *slept, met, felt, read, left, dreamt*; /f/v/: singular + 's= /f/ *leaf's, knife's, thief's* and plural *leaves, knives, thieves* etc.; complex verb forms: with perfect tenses or passive, focus on how auxiliary verbs (*was, have*) are normally weakened, with the vowel reduce to schwa; past tense -ed endings can have different pronunciations depending on the sounds that come before them; grammar forms with a featured phoneme: a good opportunity to focus on phoneme /w/ while teaching forms with *will, would, was, were*; similarly, focus on /n/ teaching continuous; etc.

Pronunciation Pedagogy classes will create trainees' awareness of appropriateness and effectiveness of their teaching materials to the age of the pupils, the level of their English, etc., thus, the range of issues covered can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language (Richards, Lockhart 1994, p. 53-54). It will help to answer the question: which aspects of consonant and vowel sounds do the teachers need to devote time in class? Physical aspect, aspect of meaning, context variability?

In our view, focusing on the physical aspects of English sounds, the so-called *MOUTH GYM* activity seems to be relevant just because pronunciation is unique, things like grammar and vocabulary are essentially cognitive, but pronunciation is also very physical. All the sounds we make when we speak are the result of muscles contracting, thus, the place where muscles are trained is called a gym, so inviting them to visit it will ensure English classes with an immense practice of pupils' articulatory efforts, it's about getting the muscles of the articulators familiar with the necessary movements (Cambridge Veritas 2025). In our view, while forming new habits, when speech organs are put into different positions, constant practice in a mouth gym will help the muscles to have a new functional load without any conscious thinking about them, making intelligible automatic articulation. Enhanced with visual memory pegs and tactile reinforcement, it will inevitably lead to intelligibility for segmentals, i.e., create learners' awareness of the physical movements of their articulatory organs. For example, while teaching to pronounce /th/ sounds, though errors in the pronunciation of /θ/, as claimed by Levis, have been almost uniformly considered as not having a serious effect on intelligibility, however, the actual pronunciations of /θ/ as /f/ may be harmful, the lack of intelligibility is especially noticeable in the words *three* and *free* (Levis 2018, p.31), thus, using an instruction stressing on physical movements of tongue tip, lips and their finger put against the lips, and exploiting the so called 'restaurant-context' sentence "*A table for three/free?*" will help to minimize misunderstanding; on analogy, the comparison of unvoiced and voiced pairs of consonants, like /s/ and /z/, may be very physical (Cambridge Veritas 2025) as putting the fingers in one's ears, while pronouncing the sounds: a loud vibration for /z/, but not for /s/; pinching one's nose while making an extended /m/ sound, as a proof of the 'basic characteristic of a nasal consonant, i.e., the air escapes through the nose (Roach 2009, p. 46), as it stops, when the nose is pinched.

Tongue-twisters should never be forgotten, visiting a *MOUTH GYM*, they are particularly useful for working on difficult consonant phonemes, but it should be borne in mind, that the very nature of tongue-twisters means that native speakers find them difficult to say also, thus, choral repetition will reinforce pupils' training. As claimed by Gilbert, repetition, a truly ancient teaching method, fell into disfavor decades ago because teachers felt that it was boring, and the author underlines, that repetition practice can indeed be boring, and advocates the quality repetition as it creates a momentum that is the opposite of boring and gives the students confidence: to practice quality repetition, students first need to hear an example a number of times, not only tongue twisters,

but also template sentences (pieces of spoken English) – in varying ways (loud, soft, whisper) but always at a normal speed retaining all the melodic and rhythmic features of natural English. As it is explained by the author, the sentence will tend to lose these essential features, if it is slowed down. Choral response gives support to each speaker who, if speaking alone, might falter and lose the rhythm. Gilbert concluded (Gilbert 2012, p. xiii) that the auditory support of choral sound and the strengthening effect of repetition give the students confidence and satisfaction that they are mastering a useful template of spoken English.

It is useful for teacher trainees to be aware of demonstrating how phonemes change meaning, as phonemes are sounds which contribute to meaning differences and primarily cause listeners to have trouble decoding individual words, thus, when presenting and practicing them, it is preferable to do so in a context which makes this link with meaning clear. Following Levis, this is the logic behind the use of minimal pairs in teaching pronunciation (Levis 2018, p. 24), so, to have a ready tongue with relevant minimal pairs would come in handy, presenting phonemes as a set of meaningful contrasts: *try-dry, heart-hard, view-few, vet-wet*.

Employing a wide variety of approaches, some consideration and interpretation should be given to clear and memorable instructions, the so-called ‘learner-friendly’ explanations (this term and ideas were originally developed by G. Kelly (Kelly 2000, p. 54), i.e. easy terms that learners can understand, we will suggest some to raise pupils’ awareness of the articulations of vowel and consonant sounds, for example, do not tell your pupils, when they are young, that p/b are bilabial plosives (that’s what the teachers need to know), it is not relevant, it is not the best approach, instead, think of the sound of a gunshot (*paf, paf, paf*) as a memory peg or auditory reinforcement to help produce /p/; and add a well-known tactile reinforcement of holding a piece of paper in front of pupil’s lips, demonstrating the movement of the paper while pronouncing /p/, but not /b/, stressing the role of aspiration for intelligible pronunciation, as Levis argues, if p/t/k are not aspirated at the beginning of stressed syllables, there is strong chance of unintelligibility, because native listeners are likely to hear them as their voiced counterparts b/d/g (Levis 2018, p. 24); illustrate the difference in meaning, using *pear-bear* as a minimal pair (easy to illustrate and easy to remember); pupils shouldn’t know that f/v are labiodental fricatives, instead, ask them: *Do you know what sounds does a small animal whose body is covered with sharp points do?* The sound of a hedgehog, when agitated, they are making loud hissing sound, thus, teachers can show that it is physical: two articulators come close and form a gap, the air flow is obstructed and audible friction is heard /f/, but if you pull the lower lip away by your finger, there would be no hissing sound; also, the teachers can compare, following Cambridge Veritas (Cambridge Veritas, 2025) stop and fricative t/s trying to extend the sound as long as possible, they can make /s/ as long as they want, /t/ can be only short; for /ʃ/ /ʒ/ as post alveolar fricatives, teachers may ask: What noise do you make if you want someone to be quiet? Use the gesture: say *Shhhhh*, putting your finger in front of your mouth; /ʃ/ is very popular in English, /ʒ/ has much more limited distribution, very few words begin with it, and not many end with this sound, only medially *measure, usual, treasure* it is common; /h/ is the only one glottal fricative in English, instead, tell pupils they need 2 things (taken from Lindsey 2015): to be able to breathe and to be able to whisper. Can you whisper the word “I”, but don’t begin with a hard attack, not as in Ukrainian /xai/, just breathe and whisper. Now the fun part: we’ll say *I* in whisper, then half way through we are going to turn normal voice, let me show what I mean. Now we’ve just said very slowly the English word *HI*. That’s all English /h/ is: it’s like beginning a vowel with a whisper; also, some useful memory pegs for teenage learners that use I-phones immensely can be added: What do you usually do when you want to make selfie? How do you clean the camera in your I-phone?; or, what do you do to warm your hands when they are cold? you want to warm them: breath out, with noise, but no voice; and alternate words with and without initial /h/: *it-hit-it-hit* or *at-hat-at-hat* until they become aware of the difference, as suggested by Hewings (Hewings 2004). Certainly, pupils are not told that /tʃ/ and /dʒ/ are affricate sounds, instead, they’ll imitate the moving train /*choo, choo*/ and use *small t* before *ch*: *hot cheese; don’t cheat, great chance*, and then without /t/, but keeping it in mind: *tasty<sup>t</sup> cheese; your<sup>t</sup> chance*.

Focusing on vowel length, it is convenient to give a visual demonstration, as visual and kinesthetic modes emphasize key points, as mentioned by Gilbert (Gilbert 2012, p. xi), gradually opening arms wider as you say *eeeeeeeeeeee* (*eat*), stressing that it is *smilie* /i:/ and contrast this with shorter, rapid arm movement, as you say *it*, the miserable /i/, no one is smiling; for short /ɒ/ teachers may ask: what do you say when you dropped your pen on the floor (*Oops* – recognition of problem); for long /u:/ when you quietly walked up behind a friend to scare her? (*Boo!* – used to frighten someone); or if you see a fly in your soup? (*Ooh* – used to express disgust); /æ/ is very open, open your mouth wide, your jaw drops all the way down: *Batman* is the word that young learners will remember; tell your pupils that /ə/ shwa is the laziest sound in English, they need to do nothing, just relax and say it: *banana, today, vanilla* and /ə:/ that traditionally causes many pronunciation mistakes, is as laziest as schwa, but a little longer, it may be called “*Thinking sound*” or “*Hesitation sound*”, the same sound pupils make while thinking about something; long /ɑ:/ is ‘*The dentist vowel sound*’, this is the sound doctors ask you to make examining your throat; introducing diphthongs, use the sentence, containing all of them (taken from Billie English 2021): *No highway here cowboys! There're tourists!*, etc.

Teacher trainees should constantly think about the benefits of using their materials: what would their students be able to do after using materials that they could not do before? There is always a necessity to pose this question, for them not to have a mismatch between teaching intention and learning outcome: How these materials improve the learners’ pronunciation? (*Imagine you have to sell your idea in 10 seconds, what would you say the benefits are?*) and should not hesitate to do lots of drilling to develop intelligibility (focusing is on being easy to understand), so they should not expect perfect pronunciation, noticing the common problems learners have which affect understanding or meaning and work on those, (e.g., make sure the difference between *can* and *can't* is clear) at all levels.

Finally, consideration should be given to the teachability of English intonation and many academic publications (Hancock, 2012; Roach, 2009; Hewings, 2004; Ur, 1991; Harmer, Celce-Murcia M., Brinton D.M. and Goodwin J.M., 2010; Gimson, 1994; Kelly 2000; Celce-Murcia M., Olshtain, 2000; Wells 2005) described it as teachable despite of the fact that for many teachers the most problematic area of pronunciation is intonation, as claimed by Gilbert (Gilbert 2012, p. xiv), English language learners usually do not hear intonation very well, as when they listen to speech, they are powerfully distracted from paying attention to pitch changes because they are struggling to understand sounds, vocabulary and grammar; Roach argues that the subject is difficult and complex, but working on intonation helps to improve learners’ fluency (Roach 2009, p. 127). The researcher also claims, that foreign learners could not be taught rules to enable them to use intonation in the way that native speakers use it, however, these rules are not adequate as a complex practical guide to how to use English intonation and he believes that students should be given training to make them better able to recognize and copy English intonation (Roach 2009, p. 121). In line with the above said, as remarked by Kelly (2000), a part of the art of successful teaching is in helping students to narrow down the number of available options (e.g., an analogy has been made by G. Kelly (Kelly, 2000, p. 105-106): a driving instructor cannot hope to teach all driving manoeuvres that exist to a student, yet those they do teach will enable the student to cope on the road and give them the confidence to discover more as they gain experience. Likewise, in teaching grammar we do not teach students everything there is to know about the present perfect the first time it is introduced. We give some basic rules with the aim of showing students how it can be used in certain situations. If they apply these rules, students will not go wrong, but neither will they have covered the full range of possibilities (Kelly, 2000, p. 90; p. 105-106), and to make appropriate choices with the language they use. Thus, the key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken - either on audio or video or by their teachers themselves, and, as claimed by Roach, through

listening to and talking to English speakers (Roach 2009, p. 121). The more aware they are, the greater the chance that their own intelligibility levels will rise.

### III. CONCLUSIONS

The results of this paper have relevance to the growing body of literature on intelligibility in pronunciation teaching, but it cannot give an exhaustive account of intelligibility as a key factor of phonological competence of EFL teachers. Intelligibility is acknowledged as the primary demand in classroom instruction and we advocate the importance of educational efforts to be directed at targeted phonetic training, which will enhance intelligible learners' pronunciation. Following the CEFR (CEFR, 2000), teacher trainees as proficient users of the target language should be able to employ the full range of phonological features in the target language, including prosodic features such as word and sentence stress, rhythm and intonation – without affecting intelligibility of the message. They should take pains developing their own intelligible pronunciation and have all available resources in Pronunciation Pedagogy classes; thus, all opportunities should be provided for pronunciation teaching in the university curriculum, introducing an academic module for practical educational implications. It is difficult to explore in any depth such a vast area as intelligible English pronunciation, as the article provides a formulation of a problem rather than its solution, but it seems worth making an attempt to look for close cooperation between researchers, university teachers and EFL teachers and teacher trainees sharing common ground in teaching practices, as it is evident from this study that there is a continuing need for curriculum and materials developers to incorporate explicit pronunciation instruction, focusing on those segmental and prosodic features which are most likely to affect intelligibility (Levis 2018, p.24), into EFL teachers' proficiency.

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## АНГЛІЙСЬКА ВИМОВА: МОЖЛИВОСТІ ДЛЯ НАВЧАННЯ

Ганна ПОЛІЩУК

*Стаття окреслює зрозумілість як основний компонент навчання вимови через призму фонологічної компетентності як важливої складової лінгвістичної компетентності майбутніх учителів англійської мови з урахуванням Загальноєвропейських рекомендацій з мовної освіти, однак потребує переосмислення її роль у забезпеченні можливостей навчання англійської мови під час практичних занять з педагогічної фонетики. З'ясовано сутність фонологічної компетентності та розглянуто існуючі підходи до визначення поняття зрозумілість як її основного компоненту, запропоновано практичні поради щодо покращення зрозумілості вимови під час навчання. Знання та навички у сприйнятті та відтворенні звуків англійської мови, фонетичних рис розрізнення фонем, фонетичної структури слова та інтонації визнано складовими фонологічної компетентності. Доведено, що зусилля вчителя мають бути спрямовані на підвищення розбірливості мовлення під час навчання вимови. Розглянуто можливості для повноцінного навчання вимови під час уроку англійської мови, а не як додатку до основного часу уроку, та підкреслено необхідність використання фонетики як рівноправного ресурсу англійської мови для запобігання комунікативних збоїв у спілкуванні. Наголошено на інтеграції фонетичного матеріалу у навчання граматики й лексики англійської мови та уведенні курсу Педагогічної фонетики у програму підготовки вчителів англійської мови для підвищення ефективності та відповідності навчальних матеріалів віку учнів та їхньому рівню знань англійської мови. Тренування фізичних властивостей звуків із застосуванням наочних асоціативних гачків та тактильного підсилення, описано у поясненнях, орієнтованих на учнів, що викладені простою мовою, зручною для навчання, засвоєння та розуміння. Установлено, що навчання інтонації має стати невід'ємною частиною уроку англійської мови, що сприятиме ефективній та виразній вимові учнів.*

**Ключові слова:** *зрозумілість, мовні ресурси, фонологічна компетентність, артикуляція звуків, просодичні характеристики, пояснення, орієнтовані на учнів, викладені простою мовою, зручною для навчання, засвоєння та розуміння.*

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