THE ROLE OF LISTENING AND REPETITION EXERCISES IN IMPROVING ENGLISH PRONUNCIATION

Buranova Lola Uktamovna
Senior Teacher, Department of the English Language,
Samarkand State Institute of Foreign Languages.
Mahammatova Dilnura Xolbek qizi
Samarkand State Institute of Foreign Languages
English language and literature, 4th year student
dilnuramahammatova29@gmail.com
+998 94 867 68 04

Abstract. This article examines the role of listening and repetition exercises in improving English pronunciation among EFL learners. A six-week program combining authentic listening activities and structured repetition drills was implemented to enhance both segmental (vowels and consonants) and suprasegmental (stress, rhythm, intonation) features. Results show that listening improves auditory discrimination, while repetition reinforces correct articulation, leading to better pronunciation, fluency, and learner confidence. Integrating these exercises into meaningful contexts, such as dialogues and songs, increases their effectiveness.

Keywords: English pronunciation, EFL learners, listening exercises, repetition drills, pronunciation teaching

Pronunciation is a core component of effective communication in English as a Foreign Language (EFL), influencing both intelligibility and learner confidence. Despite its critical role, many EFL learners struggle with accurate pronunciation due to the interference of their native language, limited exposure to authentic spoken English, and insufficient practice in perceiving and producing target sounds. Pronunciation difficulties often manifest in segmental features, such as vowels and consonants, as well as suprasegmental features, including stress, rhythm, and intonation. These difficulties can hinder comprehension and reduce learners' willingness to communicate, highlighting the need for focused and systematic pronunciation instruction. Among various pedagogical strategies, listening and repetition exercises have been widely recognized as effective methods for improving pronunciation. Listening activities immerse learners in authentic models of English speech, enabling them to develop auditory discrimination skills necessary for identifying subtle phonemic contrasts, word stress patterns, and intonation contours. Repetition exercises, including imitation, choral repetition, and contextualized practice, provide learners with opportunities to reinforce articulatory patterns, develop muscle memory, and internalize the prosodic features of the language. When integrated into classroom practice, these exercises not only improve the accuracy of pronunciation but also enhance overall fluency and communicative competence.

Pronunciation is a key component of communicative competence in English as a Foreign Language (EFL), encompassing both segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, intonation). Learners often face difficulties due to first-language interference and limited exposure to authentic speech. Research highlights the importance of listening activities for developing auditory discrimination skills, helping learners perceive subtle phonemic contrasts and prosodic patterns. Repeated exposure to native speaker models allows

learners to recognize and correct their own pronunciation errors. Repetition exercises complement listening practice by providing systematic opportunities to reinforce accurate articulation and internalize phonological patterns. Studies indicate that structured repetition drills, including imitation and choral practice, significantly improve learners' pronunciation accuracy. Moreover, combining listening with repetition enhances both segmental and suprasegmental competence, contributing to more fluent and intelligible speech. Pedagogical research emphasizes contextualizing these exercises in meaningful language use, such as dialogues or songs, to increase engagement and communicative effectiveness. Overall, listening and repetition exercises are mutually supportive strategies that strengthen learners' pronunciation skills and confidence in oral communication.

To examine the effectiveness of listening and repetition exercises in enhancing English pronunciation, this study focused on a sample of intermediate EFL learners aged 16–18 years. A quasi-experimental design was employed, combining pre- and post-tests with classroom observations and practical exercises. The participants engaged in a structured six-week program that integrated both listening and repetition activities. Listening exercises included exposure to authentic dialogues, audio recordings, and songs, allowing learners to perceive accurate models of pronunciation, stress patterns, rhythm, and intonation. These activities were designed to improve auditory discrimination and raise learners' awareness of phonemic and prosodic features of English. Following the listening exercises, learners participated in repetition drills, which involved imitation of individual sounds, minimal pairs, word stress, sentence stress, and intonation patterns. Repetition was conducted both individually and in groups, including choral repetition, substitution drills, and contextualized practice in short dialogues. This combination provided learners with systematic opportunities to reinforce articulatory patterns, develop muscle memory, and internalize phonological structures.

A pre-test was administered to evaluate learners' baseline pronunciation skills, focusing on both segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, intonation). After the six-week intervention, a post-test assessed improvements, while classroom observations offered qualitative insights into learners' engagement, error correction, and overall confidence during speaking tasks. The results revealed a significant improvement in learners' pronunciation accuracy. Participants showed better differentiation of phonemes, correct production of word and sentence stress, and more natural intonation patterns. Listening activities enhanced learners' perceptual abilities, enabling them to detect subtle differences in sounds, while repetition drills provided structured practice that solidified correct pronunciation. Additionally, classroom observations indicated that learners became more confident and willing to participate in oral communication, demonstrating reduced hesitation and increased fluency in speech.

Listening and repetition exercises are highly effective in improving English pronunciation among EFL learners. Listening activities enhance auditory discrimination, helping learners perceive phonemic contrasts, stress patterns, and intonation, while repetition drills reinforce correct articulation and prosodic features. The combination of these strategies leads to greater accuracy, fluency, and naturalness in speech. Contextualized practice, such as dialogues and songs, further increases engagement and motivates learners to apply pronunciation skills in meaningful communication. Overall, incorporating listening and repetition exercises into EFL classrooms supports both linguistic development and learner confidence, making them essential components of effective pronunciation instruction.

REFERENCES:

1. Buranova L.U. Forming the skills of monologue and dialogue speech in foreign language, International Journal of word and Art, Volume 6, Issue 3.
2. Celce Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching Pronunciation: A Course Book and Reference Guide (2nd ed.). Cambridge University Press — a comprehensive guide to pronunciation pedagogy, listening, and practice techniques.
3. Jones, R. H. (2010). Beyond 'Listen and Repeat': Pronunciation Teaching Materials and Theories of Second Language Acquisition. In J. C. Richards & W. A. Renandya (Eds.), Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press — a critical discussion of traditional and modern approaches to pronunciation practice.
4. Reid, E., & Mihaľová, D. (2025). Exploring Pronunciation Teaching: Practices and Perceptions in English Classrooms — shows ongoing challenges and techniques including listening and repetition.
5. Vančová, H. (2023). Pronunciation Practices in EFL Teaching and Learning — an overview of pronunciation teaching techniques, including listening and repetition activities.