The teaching of pronunciation

Language is basically oral, so teaching pronunciation should take a wide and important part in teaching a language for mastering the sound system that leads to good understanding. It is necessary to distinguish between recognition of sound features and the production of such features, recognition should always precede production. Emphasis should be placed on the distinctive features. The material to be taught includes the mastery of sounds and sound features of a language which can be classified into:

1- Segments:
   a-vowels
   b-consonants
   c-combination of vowels (diphthongs i.e. two vowels and triphthongs i.e. three vowels)
   d-combination of consonants i.e. consonant clusters whether they are initial, medial, final or in context, where assimilation, the tendency in sounds to change or to merge when they found in certain contexts with its two types progressive and regressive. Progressive assimilation is the change of sound when preceded by a voiceless consonant, e.g. Z into s (it is to it's) or d into t. Regressive assimilation is the change of one sound into another because of the influence of a following sound, e.g. have to into /haf to/

   .Merging is the combination of two sounds into one, e.g. /d + j =/ d3 /education into /edju'keisn/. Linking includes the insertion of /r/, /j/ and /w/.

2-Supra-segmentals:
   a-Stress (sentence stress, word stress)
   b-pitch( intonation)
   c-juncture( pause)