

AJO424

METODY VÝUKY ANGLICKÉ VÝSLOVNOSTI

METHODS OF
ENGLISH PRONUNCIATION TEACHING

LESSON 4 DETECTION AND ANALYSIS OF COMMON PRONUNCIATION ERRORS IN THE EFL CLASSROOM

1

I. REMEMBER that...

... mistakes are our friends, not enemies! :)

- *They are supposed to be learning opportunities (Underhill, 2005), not a source of pressure.*

2

II. REMEMBER that...

... we should not leave pupils to continue pronouncing sounds / words in a wrong way.

3

HOWEVER!

- *Avoid correcting every pronunciation error!*
- *Remember that students cannot implement every pronunciation correction all at once.*
- *Try not to overwhelm them with so much information that they get discouraged.*
- *Consider the items that are most important and focus on those errors first. = Be selective.*
- *It is the intelligibility that matters the most (not necessarily a native-like accent).*

4

CORRECTIVE FEEDBACK – SUGGESTIONS I.

➤ RECAST:

The learner makes a mistake and the teacher recasts it into the correct form, hoping the learner will notice and copy it (Watkins, 2005):

- *Student: It's a lovely cUshion. /'kʌʃn/*
- Teacher: A lovely cUshion. /'kʊʃn/*
- Student: Yeah, a lovely cUshion. /'kʊʃn/*
- Teacher: Yes, correct. Say it again.*
- Student: cUshion. /'kʊʃn/*

5

CORRECTIVE FEEDBACK – SUGGESTIONS II.

➤ CUES:

The learner makes a mistake and the teacher uses a clue by saying 'Pronunciation' or 'Be clearer', etc., so the learner understands that they have made a pronunciation mistake and should correct it. The clue should be previously negotiated and made clear to learners (Lane, 2010; Watkins, 2005).

- *Student: I like **B**Ananas.*
- Teacher: Pronunciation!*
- Student: ba**N**Anas?*
- Teacher: Yes, correct. Say it again.*
- Student: ba**N**Anas.*

6

CORRECTIVE FEEDBACK – SUGGESTIONS III.

➤ SILENCE:

The learner makes a mistake and the teacher does not say anything but writes the correct form on the board, on a piece of paper, etc. so that the learner can notice it.

- *Student: I like my **de**ad. /ded/*
- Teacher: writes on the board: **dad***
- Student: **D**ad? /dæd/*
- Teacher: Yes, well done.*
- Student: I like my **DAD**. /dæd/*

- An interesting variation of this technique is to write what you have understood and show it to the learner; thus, they can visualise they said something unintelligible. Then, as they try to change it, you should keep on writing what you have understood until the learner pronounces the accurate form (Hancock, 2020).

7

CORRECTIVE FEEDBACK – SUGGESTIONS IV.

➤ GESTURES:

The learner makes a mistake and the teacher uses gestures to indicate what is wrong (Watkins, 2005, p. 91):

- *'Student uses an inappropriate intonation pattern.
Teacher repeats the utterance, while indicating the direction of the voice by waving their arm'.*

8

CORRECTIVE FEEDBACK – SUGGESTIONS V.

➤ 'la LA la la' / HUMMING:

The learner misplaces stress and the teacher uses a rhythmic stress pattern to enhance the student's perception (Watkins, 2005, p. 91) – the more creative you are, the more helpful and fun it will be for your learners:

- *Student: He's a **B**iologist.*
- Teacher: la LA la la (or na NA na na; humming; whistling, etc.)*
- Student: bi**O**logist?*
- Teacher: Yes, well done. Say it again.*
- Student: bi**O**logist. /baɪ'ɒlədʒɪst/*

9

CORRECTIVE FEEDBACK – SUGGESTIONS VI.

➤ PHONEMIC CHART:

The learner has problems with the articulation of a vowel sound, for example, and the teacher points to the correct vowel sound on the chart (Watkins, 2005). Even if learners are not familiar with the phonemic chart, point to it and stress the difference between the sound they are making and the accurate one. It is not necessary to explain all the sounds in the phonemic chart, remember: feedback should be focussed!

- *Student: I've got **th**ree brothers. (three pronounced as **f**ree)*
- Teacher (pointing to the phonemic chart): **f**ree or **th**ree? (repeat two or three times)*
- Student: **th**ree? /θri:/*
- Teacher: Yes, very well. Put your tongue tip between your teeth and say it again.*
- Student: **th**ree? /θri:/*

10

CORRECTIVE FEEDBACK – SUGGESTIONS VII.

➤ **MAKE A LIST OF PRONUNCIATION ERRORS:**

Collect typical pronunciation errors / mistakes that often occur in the classroom and make a list of them.

- *Keep adding new mistakes to the list if they frequently occur in your class; alternatively, learners can add their mistakes themselves.*
- *Practise these words / expressions on a regular basis and point out the crucial areas where the errors are made.*
- *You can always add an example or two for each of the errors on the list.*

11

CORRECTIVE FEEDBACK – SUGGESTIONS VIII.

➤ **TAKING NOTES – FEEDBACK AFTER SPEAKING ACTIVITIES:**

Speaking activities focused on fluency: take notes and provide your learners with feedback / assessment at the end of the activity.

- *Be thoughtful about the feedback you give your learners:
Try not to overwhelm them with so much information that they get discouraged.
Consider the items that are most important and focus on those errors first!*

12

CORRECTIVE FEEDBACK – SUGGESTIONS IX.

➤ PEER CORRECTION:

In pair or group work, ask learners to pay attention and correct each other instead of having you as the centre of correction every time they make mistakes (Brinton, 2014), provided they feel confident in doing that and respect each other. For example, they can look up the correct pronunciation in the (online) dictionary, and then they can teach the accurate pronunciation to the class.

13

REGULAR ASSESSMENT

- Learners' pronunciation skills need to be assessed regularly throughout the year.
- All of the major international exam boards include pronunciation-related criteria in their assessment of speaking skills.

14

ALL IN ALL, ...

- In terms of pronunciation, feedback should be "systematic, explicit and targeted" (Brinton, 2014, p. 235).
- That is, it should
 - a) always happen in class, not only during pronunciation activities,
 - b) be clear to students, and
 - c) relate to an area of pronunciation, for example, articulation of sounds, word/sentence stress, intonation, or connected speech.

15

References

- Brinton, D. M. (2014). Epilogue to the myths: Best practice for teachers. In Grant, L. *Pronunciation myths. Applying second language research to classroom teaching*. Ann Harbor: University of Michigan Press. pp. 225-242.
- Hancock, M. (2020). *Mark Hancock's 50 tips for teaching pronunciation*. Cambridge University Press.
- Marks, J., & Bowen, T. (2012). *The book of pronunciation: Proposals for a practical pedagogy*. Delta Publishing.
- Rocha, A. P. B. (2021, April 5). *How should we correct pronunciation mistakes?* PronSIG's blog. <https://pronsig.iatefl.org/correct-pronunciation-mistakes/>
- Underhill, A. (2005). *Sound foundations* (Second Edition). Macmillan.
- Watkins, P. (2005). *Learning to teach English. A practical Introduction for new teachers*. Delta Publishing.

16