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# AJ0424

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METHODS OF ENGLISH PRONUNCIATION TEACHING

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

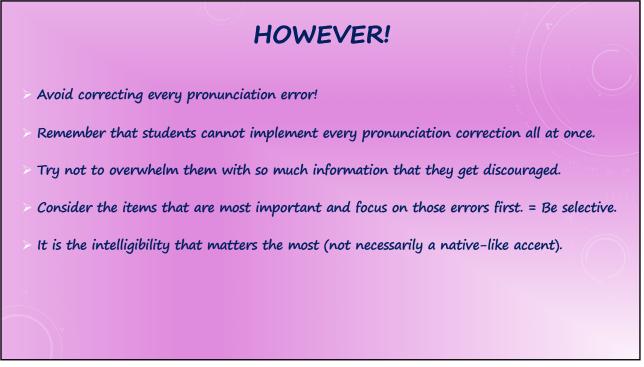
I. REMEMBER that...

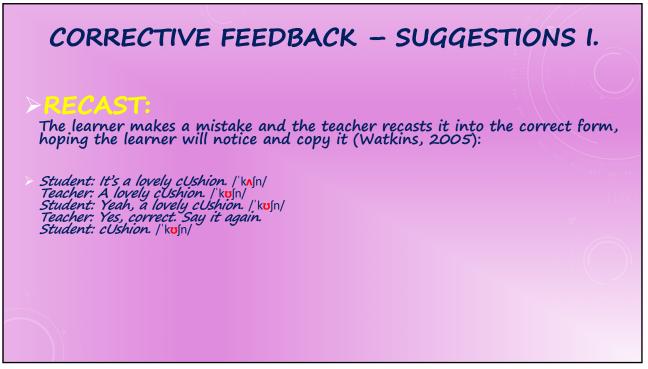
... mistakes are our friends, not enemies! :)

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

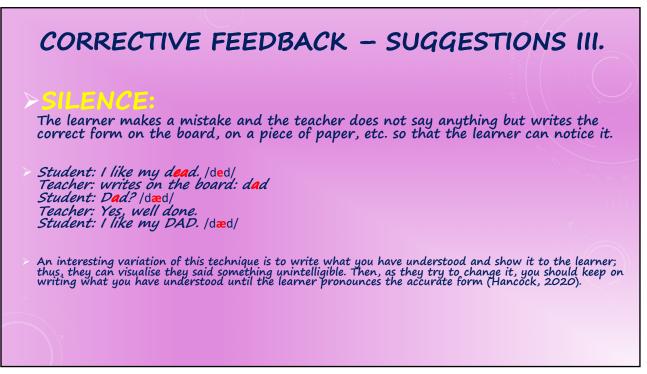
#### II. REMEMBER that...

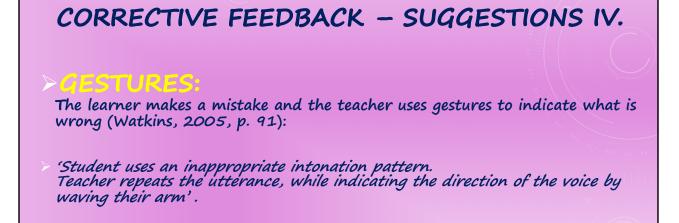
# ... we should not leave pupils to continue pronouncing sounds / words in a wrong way.



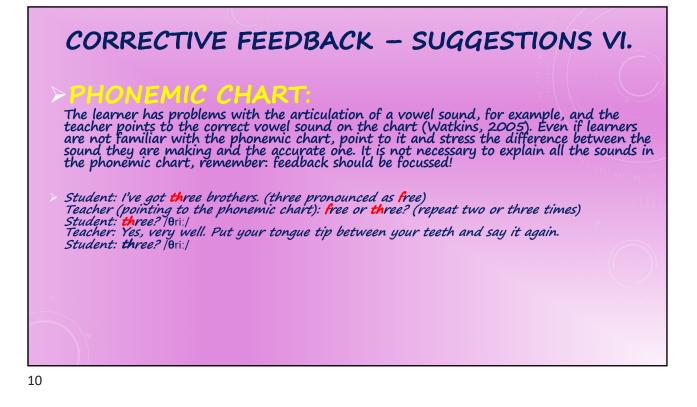


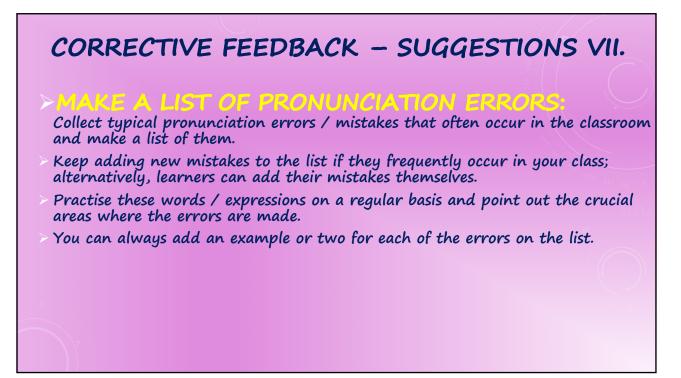


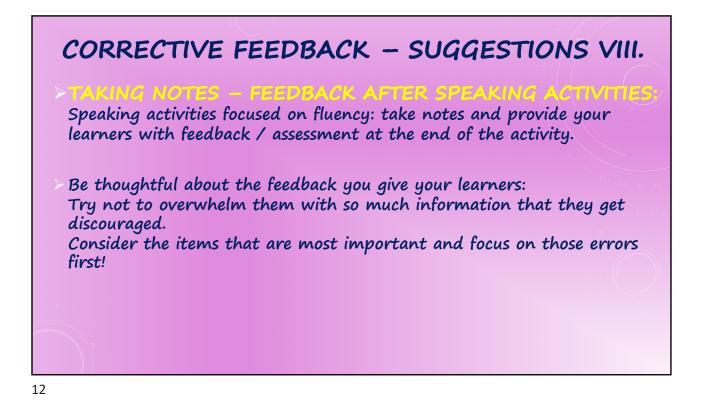




CORRECTIVE FEEDBACK - SUGGESTIONS V.
The learner misplaces stress and the teacher uses a rhythmic stress pattern to enhance the student's perception (Watkins, 2005, p. 91) – the more creative you are, the more helpful and fun it will be for your learners:
> Student: He's a Blologist. Teacher: la LA la la (or na NA na na; humming; whistling, etc.) Student: biOlogist? Teacher: Yes, well done. Say it again. Student: biOlogist. /bai'ɒlədʒɪst/







## 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.



