

## Discussion I. – Kelly, 2000, pp. 11-15 KEY

1. Why is pronunciation important in language learning?

*Pronunciation is important in language learning because mispronunciations can make it difficult for others to understand the speaker, leading to frustration and hindering communication.*

2. What are some reasons why teachers should not correct every pronunciation mistake?

*Teachers shouldn't correct every pronunciation mistake because not all errors impede communication, and it's important to prioritize which errors to address.*

3. What are the two key problems with pronunciation teaching mentioned in the text?

*The two key problems with pronunciation teaching are neglect and being reactive to classroom problems.*

4. What is meant by the term "reactive" in the context of pronunciation teaching?

*In this context, "reactive" means responding to issues or problems as they occur rather than proactively addressing them beforehand.*

5. In what way does the text suggest that pronunciation teaching should ideally be conducted?

*The text suggests that pronunciation teaching should be strategically planned rather than reactive, meaning it should be approached with foresight and intentionality.*

6. Why does pronunciation teaching often suffer from neglect?

*a) Lack of time*

*b) Lack of interest from language learners*

***c) Teachers feeling unsure about how to effectively teach pronunciation.***

***d) Pronunciation being considered less important than grammar and vocabulary.***

*e) Insufficient resources for teaching pronunciation.*

7. What are three main things that teachers of pronunciation need?

*a) a good **grounding** in **theoretical** knowledge*

*b) practical **classroom skills***

*c) access to good **ideas** for classroom **activities***

8. How does the text describe the typical approach to lesson planning in regards to pronunciation teaching compared to grammar and lexis? Fill in the missing words **pronunciation**, **lexis** and **grammar**:

*The text suggests that **grammar** tends to be the first concern in lesson planning, with **lexis** following closely behind, while **pronunciation** work is often neglected.*

9. Why does the text argue that pronunciation work should be planned for in language teaching?

*Pronunciation work should be planned for in language teaching because it is integral to language analysis and lesson planning, and disregarding it leads to an incomplete understanding of language.*

10. What are the three main types of sample lessons described in the text?

a) *phonics lessons*

**b) *integrated lessons***

c) *proactive lessons*

**d) *remedial or reactive lessons***

e) *theoretical lessons*

**f) *practice lessons***

11. Which type of lesson would be suitable for addressing a specific pronunciation difficulty that arises during classroom tasks?

*Remedial or reactive lessons would be suitable for addressing a specific pronunciation difficulty that arises during classroom tasks.*

12. What does the term “model” refer to in the context of pronunciation teaching?

*In the context of pronunciation teaching, the term “model” refers to the pronunciation characteristics of the language presented to learners in the classroom.*

13. Who first described the accent as “Received Pronunciation” and when?

*The accent was first described as “Received Pronunciation” by dialectologist A. J. Ellis in 1869.*

14. What is the estimated percentage of the British population that speaks with an RP accent?

**a) 3%**

b) 9%

c) 12%

d) 20%

e) 25%

15. What other terms are used instead of “Received Pronunciation” / RP?

*BBC English, BBC pronunciation, SSB (Standard Southern British), GB (General British), modern RP, (The Queen’s English)*