



Teaching Pronunciation in a Communicative Approach

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Teaching Pronunciation

- Grammar Translation method includes little or no training on pronunciation of L2
- Change in emphasis due to Audiolingual approach

Cognitive vs. Proficiency Frameworks

- Cognitive - explain, practice, apply - based on the grammatical syllabus; pronunciation was included but varied according to the instructor
- Proficiency - goal of language use based on grammatical syllabus
- Communicative - goals based on notional-functional syllabus - pronunciation based on audiolingual but included contrastive analysis

Contrastive Analysis

- An analysis of sound systems should indicate potential cases of transfer- the use of native language sound in the target language
- Positive transfer resulted in acceptable sound in L2 (Eng: /f/ Span: /f/)
- Negative transfer results - unacceptable (Eng: /r/ Span: /rr/)
- Errors can be due to transfer or developmental (Eng: sixths Span: /rr/)

Formal or Structured Contrastive Analysis

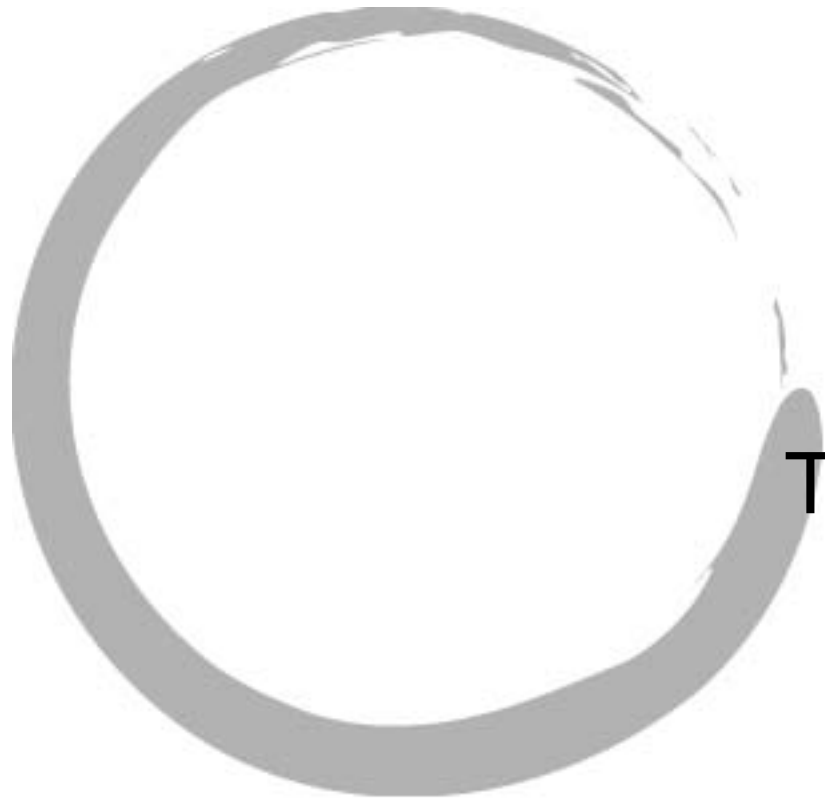
- Stockwell and Bowen's Hierarchy of Difficulties, the most difficult: a particular phoneme or allophone does not exist in L2 and it is either obligatory or optional, Ex. /rr/ in Spanish
- CA lacks predictability value
- Other forms of CA are helpful for teachers to facilitate students

Error Analysis

- An alternative to CA
- Child-Adult differences:
 - Young children generally acquire native-like pronunciation, not so with adults
 - Pronunciation in adults should be clear not perfect
 - Meaningful communication precedes production
 - Important to interact with native speakers of L2

Krashen's Hypotheses

- Acquisition/learning distinction
- Monitor hypothesis
- Input hypothesis
- Affective filter
- Natural order



THE END

