

# Approaches in Pronunciation Teaching: History and Recent Developments

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History

Alternatives

Con.Sp. approach

Empirical evidence

# Approaches in Pronunciation Teaching: History and Recent Developments

## Constituents of an approach

I. Views of learning

II. Views of language

III. Views of how language constituents interlock

**History**

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## Early history.. and it's consequences

Audiolingualism, articulatory phonetics

→ Segmental approach

Communicative turn

→ Language in meaningful interaction

Pronunciation in meaningful interaction??

→ **Intonation**

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## Early history.. and it's consequences

Pike, K. L. (1945): *The intonation of American English*. Ann Arbor: University of Michigan Press.

O'Connor, J. D. and G. Arnold (1973): *Intonation of Colloquial English*. 2nd edition. London: Longman.

Brazil, D. (1975): *Discourse intonation I*. Birmingham: English Language Research Monographs.

Brazil, D. (1978): *Discourse intonation II*. Birmingham: English Language Research Monographs.

History

Alternatives

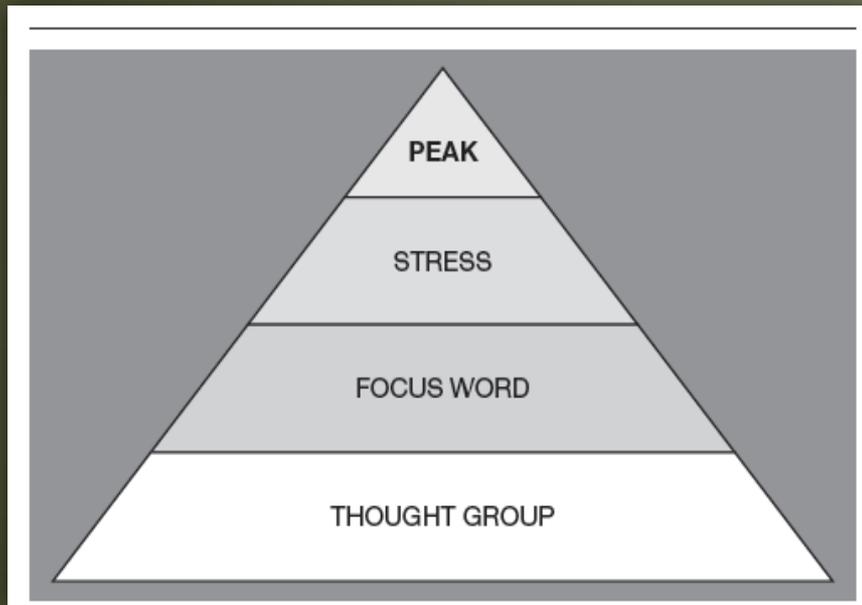
Con.Sp. approach

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## The basic prosodic approach

Segmental approaches → Prosodic approaches



Problems in mainstream teaching:

- too impressionistic
- “intonation” is too limited

Gilbert (2008)

History

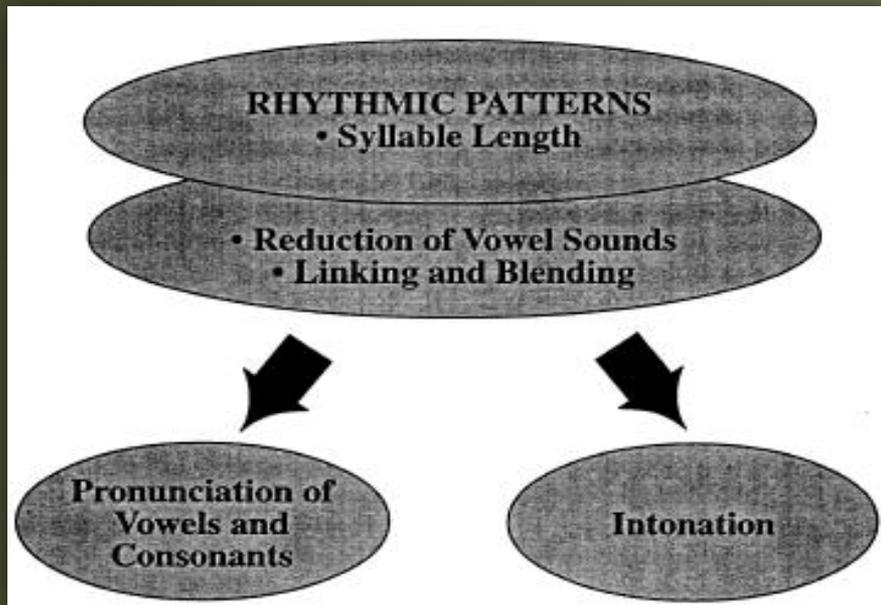
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## Alternatives:



Chela-Flores (1997)

- Rhythmic pattern as basic unit
- Intonation is remarkably similar across languages

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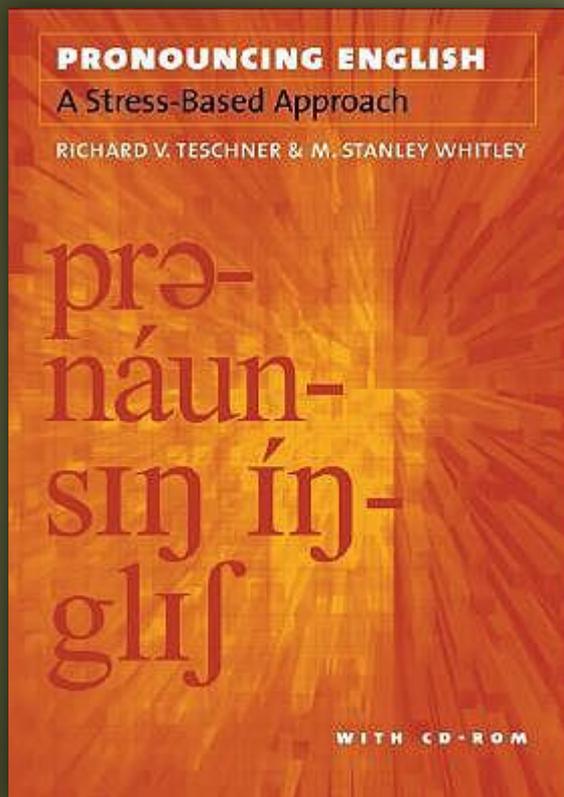
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## Alternatives:



“[this approach] starts with an analysis of the cause – the role of stress in the language – and then proceeds to its effects on pronunciation. In particular, we first prepare a solid foundation in English metricality at the word and phrase level and then expand in three directions: “upward” to an appreciation of the interface between stress and intonation, [...] and “downward” in a thorough analysis of individual vowels and consonants and their stress-based variation in context”

Teschner & Whitley (2004: preface)

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## Syllabus design:

- „How lg. constituents interlock“
  - Processability
  - Cyclical nature

History

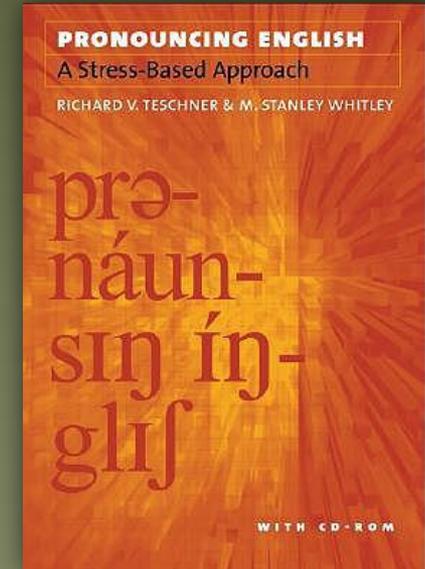
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- 1) The metric foot
- 2) Strong & weak stress
- 3) 'Intonation – the melodic line'
- 4) Orthography
- 5) Vowels
- 6) Consonants
- 7) 'Sounds that change & merge'



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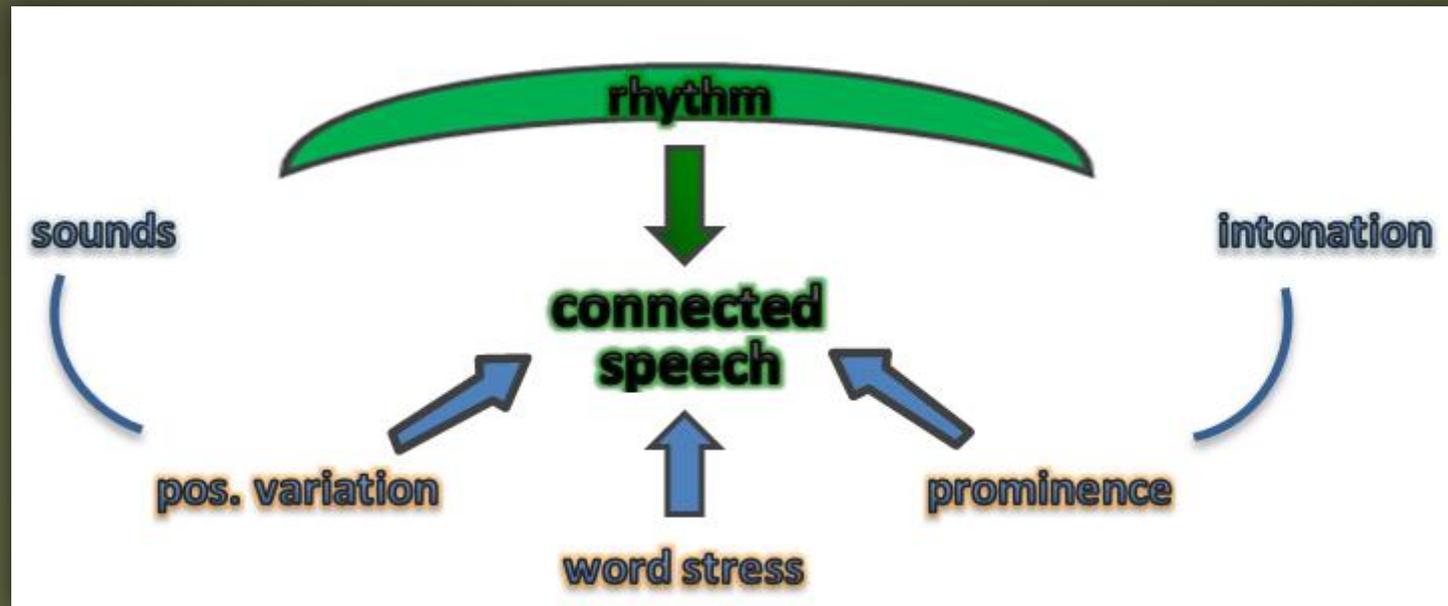
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## A connected speech-based approach

- JD Brown: NS talk vs. Teacher talk
  - CAE students unable to understand TV shows
  - Available materials unsystematic
- Call for a *systematic approach & practical materials*

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## A connected speech-based approach



Euler (under review)

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## A connected speech-based approach

KIDS	PAT	DOGS
the KIDS	PAT	the DOGS
the KIDS	will PAT	the DOGS
the KIDS	will have PATted	the DOGS
the KIDS	might have been PATting	the DOGS

/maɪt hæv bɪn/ - [maɪðəv bɪn]

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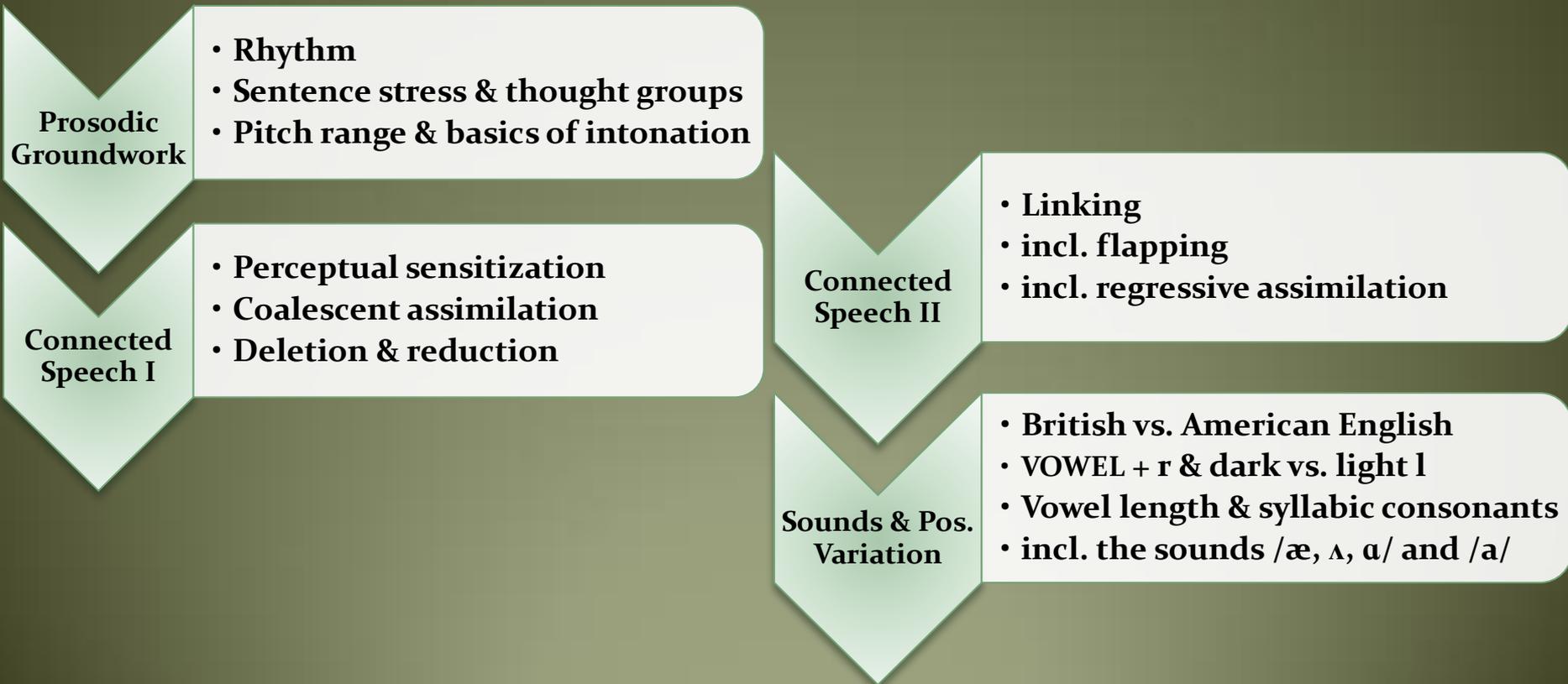
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## Syllabus of a connected speech-based approach



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Anderson-Hsieh, J., R. Johnson, K. Koehler (1992): „The relationship between native speaker judgments of nonnative pronunciation and deviance in segmentals, prosody, and syllable structure”. *Language Learning*, 42 (4), 529-555.

Munro, M. J. & T. M. Derwing (1995): “Foreign accent, comprehensibility, and intelligibility in the speech of second language learners”. *Language Learning*, 45, 73-97.

Derwing, T. M., M. J. Munro & G. E. Wiebe (1998): „Evidence in favor of a broad framework for pronunciation instruction“. *Language Learning*, 48 (3), 393-410.

Derwing, T. M. & M. J. Rossiter (2003): „The effects of pronunciation instruction on the acquisition, fluency, and complexity of L2 accented speech“. *Applied Language Learning*, 13 (1), 1-17.

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Derwing, T. M., M. J. Munro & G. E. Wiebe (1998):

Three groups (12 weeks):

1. instruction for segmental accuracy
2. for general speaking habits and prosodic factors
3. general English instruction with no specific pronunciation (placebo)

Sentence reading + extemporaneous samples

Rated for comprehensibility and accentedness (separately)

→ Sentence reading skills not transferrable to extemp. production  
Free speech only improved with prosody group (esp. comprehensibility)

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## Empirical evaluation of con. sp. approach:

Explanatory sequential Mixed-Methods Research design  
Accent ratings (QUAN) + QUAL follow-up analysis

University English Studies + general English C1 group (13 weeks)

Detailed CEFR/Cambridge ESOL rating scale B1-C2 (9 levels)  
Experienced raters

Diagnostic passage + picture story (C1)

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Empirical evaluation of con. sp. approach:

Only extemp. test can elicit authentic prosody and connected speech

Explanatory-sequential MMR design:

Improved accent ratings mainly owing to improved prosody and increased amount of reduction phenomena.

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# Implementing a Connected Speech-based Approach

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