



Improving EFL Pronunciation Instruction in a Perspective of Global Intelligibility

■ Li Chen

Stu No.: 1915022



Date: 12th Nov. 2020

What is global intelligibility?

Intelligibility

applies to both the production and the understanding of an utterance;

refers to the listener's ability to recognize particular utterances(Pickering, 2006).

Global intelligibility

is a property that the NNSs need to develop for successful communications to other English users(Moedjito et al., 2019).

To promote global intelligibility is to promote every participant's ability to understand other people and make him/herself understood by other people in the international English speaking community.

What is pronunciation?

Pronunciation

is the way people pronounce the sound of a language.



Speech sounds and the meaning

Sounds without meaning are not speech sounds; meanings are mainly expressed by sounds.

Why pronunciation accuracy is important to improve global intelligibility?

In an experiment conducted by Moedjito et al. (2019), lexical accuracy and word pronunciation accuracy are proofed to be the only two variables that contribute significantly to intelligibility and to global intelligibility.

Suggestions on improving EFL learners' pronunciation

- * raise the learner's awareness of the importance of pronunciation accuracy

Many English teaching institutes do not provide pronunciation instruction or phonological knowledge, thus learners do not take pronunciation seriously. Teachers should be prepared with sufficient phonological knowledge, and be able to provide students what they need.

Suggestions on improving EFL learners' pronunciation

- * not to overemphasize the NS speakers' model, but to set a realistic goal for EFL learners

What students think they need is not always what they really need in reality. Many English speakers in expanding circle do not have chance to communicate with NSs

Suggestions on improving EFL learners' pronunciation

* considering the advantages of the Lingua Franca Core proposed by Jenkins (2002) as an English

LFC pronunciation syllabus for EFL learners, and also evaluate its limitation

1. a lack of materials, including suitable textbooks, recordings, dictionaries and curriculum materials
2. how they might evaluate speakers in the absence of fixed norms (Deterding, D.H., 2011)

Suggestions on improving EFL learners' pronunciation

- * Practice makes perfect.
- include communicative practice whenever possible
- use technology for pronunciation instruction such as Computer-Assisted Pronunciation Teaching (CAPT)(Gilakjani, 2017)

Reference



Gilakjani, A. P. (2017) 'English Pronunciation Instruction: Views and Recommendations', *Journal of Language Teaching & Research*, 8(6), pp. 1249-1255.

Jenkins, J. (2002) 'A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language', *Applied Linguistics*, 23(1), pp. 83-104.

Kang, O. (2015) 'Learners' perceptions toward pronunciation instruction in Three Circles of World Englishes', *Tesol Journal*, 6(1), pp. 59-80.

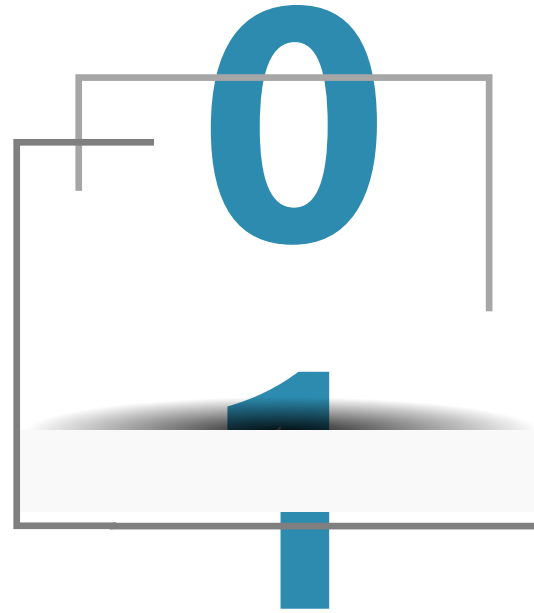
Moedjito, M., Selamat Riadi, J. & Maman, A. (2019) 'What makes EFL speakers' utterances more intelligible in the context of global intelligibility?', *Indonesian journal of applied linguistics*, 9(1), pp. 157-166.

Pickering, L. (2006) 'Current research on intelligibility in English as a lingua franca', *Annual Review of Applied Linguistics*, 26(pp. 219-235.



Thank you for watching

■ 日期: XX



Rationale

Description

It has been long that Kachru's Three Circle of World Englishes is accepted as an appropriate model to categorize English speakers around the world. In the context of a highly integrated global community, verbal communications among English speakers become much more frequent. To enhance global intelligibility has been recognized as a more realistic goal for the learners in the outer circle and expanding circle. However, despite the significance of the EFL pronunciation instruction, progresses in this field are not obvious. Researchers like Kang (2015) point out the incompatibility between pronunciation learning need and teaching. Thus, I think there remains a gap to fill in EFL pronunciation instruction.

Feelings

I tried to present the ideas in the following line of thoughts: first, give a definition of the key terms(what is pronunciation and global intelligibility); second, explain the relationship between the key terms(why pronouncing accurately is important for global intelligibility); third, give suggestions on the problem(what teachers and institutions could do and what the EFL learners could do). Generally, I think the structure of my presentation is logical. However, I also felt frustrated that it is not possible to comprehensively answer this question in a 6mins presentation. There are many different situations in EFL teaching and learning. Take China, for instance, there are significant differences between dialects in North China and South China. So the pronunciation institution should be different so to cater to the students' need. But it is too complicated to be answered in this presentation.

Evaluation

It would be better to explain why native-like pronunciation is difficult for EFL learners to achieve using phonological analysis. And illustrations with examples of sounds that learners find difficult to pronounce and examples of suprasegmental pronunciation problems will help my audiences to understand better about pronunciation accuracy. The suggestions on improving pronunciation teaching could include examples of what effects dialect accents have on Chinese students learning English and how could they be overcome. I think I unconsciously slowed down my speech rate because this topic is about pronunciation and I wanted to pronounce as clearly as I could. But the presentation would sound better if I've spoken more quickly.

Analysis

My starting point of making this presentation is Kachru's three circles theory. As an EFL, I find this theory quite useful in describing the English learning environment. I also came across a World Englishes speaker-listener intelligibility matrix by Levis's (2005) which categorizes world English speaking activities into nine kinds according to who is the speaker/listener and which circle the speaker/listener comes from. This categorization combined with the three circles theory makes me realize that English using in real life is complicated and learners' needs could be various, so teachers do need to reflect from time to time on what to teach and how to evaluate the students' learning.

Conclusion

It is not easy to prepare a presentation of a field that one does not specialize. Time management is crucial because there are many decisions to make. It is an essential learning skill to master the development in a new academic field in a short time. One has to be very familiar with the presentation content so that he/she could present more fluently and confidently.