

Chapter Nine

Q5/When Teachers Teach Pronunciation as Communication; What Activities Do They Use?

Teaching Pronunciation as Communication

Teachers who approach teaching pronunciation as communication use activities that focus on meaning. One example activity, focuses students' attention on words using a voiceless the sound.

Another communicative activity with an added pronunciation component is a version of Bingo. Students are given Bingo boards where the squares include pictures and words based on a minimal pair.

Q6/ What Are The Strategies to Improve Pronunciation?

Strong Vigorous Practice

Self-Monitored Practice

Slow-Motion Practice: Half-Speed Practice

Loop Practice ("Broken Record" Practice)

Whisper Practice (Silent Practice)

Mirror Practice, Video Practice

Q7/ What Problems Do Some EFL/ESL Teachers Have in Teaching Students to Speak English?

- a) Students Won't Talk
- b) Error Treatment c) Any Native Speaker Can Teach Conversation
- a) The "students won't talk" Problem

As teachers, we also need to provide opportunities for students to feel at ease in the classroom. There are possible ways to warm up students for a conversation class. One way is through the use of techniques drama teachers use to get anxious students to relax and to provide an inviting atmosphere.

The use of quasi-communication activities such as dialogue practice, can also engage "quiet" students in speaking.

B. The “error treatment” Problem

Most EFL/ESL teachers now believe that students need to be given an acquisition-rich experience in the classroom, providing them with to listen to, read, write, and speak a lot of English. Some opportunities these teachers also believe that students will naturally acquire the language through an unconscious process of second language acquisition As long as language input

is comprehensible to the students, acquire the grammar of the language on their own. Many of these who believe in acquisition point to the research on the acquisition of grammar by second language learners.

As for when to treat errors, they can be treated at the moment the error is made or treatment can be delayed. A problem with instant treatment is that it can disrupt communication. A problem with delaying treatment is the possibility that students who made the errors will not recognize the errors as being their own.

The teacher also has a choice about who treats the error. Of course, the teacher can treat the error, but so can the student who made the error, or the whole class.

Native speakers of English likely expose students to the teacher’s culture and fine nuances of English simply by interacting with them. Of course, this depends on how they interact with students. For example, I have observed native speakers who have lived in a country for several years interact with students by using behaviors of the students’ culture.

Teaching students to converse in another language is quite challenging. It requires those who teach it to develop an understanding of what learning to converse in a second or foreign language entails, as well as the ability to make use of activities that provide opportunities for students to speak. In addition, teachers need a great variety of skills in classroom management, as well as in interpersonal and cross-cultural communication.