Implementing Pronunciation Strategies in an EFL Classroom: a pilot sample
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CONTEXT

- INS FLIX

- CASE STUDY
  2nd ESO ➔ Lack of interaction and few speaking activities

- PROBLEM DETECTED
  • Lack of motivation
  • Little emphasis on pronunciation skills
  • Not enough importance in EFL

THEORETICAL APPROACH

What is involved in the teaching of pronunciation?

- To transmit a message ➔ competent
- Not native-like, but intelligible pronunciation (to avoid misunderstandings).
- NATIVE SPEAKERS VS SPECIALISED TEACHERS (Omar and Umehara, 2010)

How can pronunciation be taught?

- Step 1: Modelling the Feature
- Step 2: Raising Consciousness
- Step 3: Structuring the Practice
- Step 4: Producing the Feature for Communicative Purposes

INNOVATION PROPOSAL

AIMS
- To promote pronunciation and productive skills
- To increase motivation and performance

PROCEDURE

PRE-RECORDING
POST-RECORDING

RESULTS

In line with proceeding
Guidance+ Feedback = PROGRESS

CONCLUSIONS

STRENGTHS
- Personal implication (auto correction)
- Improves reading and speaking skills
- Engages interaction with fun activities

WEAKNESSES
- Time-consuming
- Constant dedication
- No fully implemented (pilot sample)

REFERENCES