Reducing pronunciation anxiety: Understanding research and instructional practices

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Instructor considerations

- **Understand speech basics, phonology, teaching pronunciation philosophy** (Chan et al., 2018; Grant, 2014; Murphy, 2017; Yoshida, 2016)
  - Understand terms: accentedness, intelligibility, comprehensibility (Levis & Wu, 2018)
- **Segmentals and suprasegmentals (and fluency)**
- **Pronunciation and perception** (Cauldwell, 2013; Derwing & Munro, 2015; Fraser, 2009; Kimpaa, 2017; Qian et al., 2018; Thomson, 2012; Yoshida, 2016)
- Multimodal instruction (Brinton, 2018)
- Sample spontaneous speech and careful speech
  - Spontaneous shows present system difficulties (Brekelmans, 2017); repetition (retrieve, recycle, familiar materials; Darcy, 2017)
- Explicit instruction can be effective at all levels (Zielinksi & Yates 2014)

Instructor considerations

- Explicit corrective feedback (Derwing & Munro, 2015; Lee & Lyster, 2017; Saito & Lyster, 2012)
- Peer correction (Derwing & Munro 2015; Luo, 2016)
- Recognize communicative load (e.g., stress vs. vowels vs. ths)
- Individual differences are a LARGE part of pronunciation (and language) improvement/acquisition (Grant, 2014)
  - Goal setting (Derwing & Munro, 2015)
  - Knowledge of learner L1 is not sufficient (variance; Brinton, 2018)
- Not just the activity, but how it is used—contextualize (Brinton, 2018; Couper, 2017)
- Students want to practice (Zielinski, 2012)

Pronunciation and technology in the classroom

Recording	ASR/TTS	Visualization/Phonetics/ Segmentals & Suprasegmentals	Connected Speech/ Listening & Speaking/ Videos with CC capabilities
QuickTime Player Sound Recorder Audacity Praat Adobe Spark LMS platforms VoiceThread Schoology (K-12?; https://www.schoology.com/) Narrated slideshows	*Free* Gmail automatic speech recognition Fluency Tutor (Google) Speechace (https://www.speechace.com/) Siri, Cortana, etc. TTSReader (https://ttsreader.com/) Google translate	*Free* **eNunciate** (https://enunciate.arts.ubc.ca/linguistics/world-sounds/) Praat/Audacity/Wasp Ultrasound (https://www.speechandhearing.net/laboratory/wasp/) English Accent Coach (HVPT) **Pronunciation Highlighter (highlight chosen sounds in text/links to YouGlish)	YouGlish TedTalks NPR BBC YouTube
	$$ Dragon NaturallySpeaking (Nuance)	*$$* Sounds of Speech App (web=free) The Phonetics App English File Pronunciation App Saundz ($20)	*Short clips* EnglishCentral (https://www.englishcentral.com) Voicetube (https://www.voicetube.com) 60-second podcasts Scientific American

Exercise ideas (definitely NOT AN EXHAUSTIVE LIST)				Resource areas
Linked labyrinth	Articulator exercises (Chan, 2018; Gonzalez, 2015)	Task-based language teaching (Gurzynski-Weiss, Long, & Solon, 2017; Mora & Levkina, 2017; Shintani & Ellis, 2014)	Hands as models for various pronunciation aspects	• PSLLT archives (teaching tips, research articles; https://apling.engl.iastate.edu/psllt-archive/)
Picture/word matching	Information gaps	Gestures/catchments (Smotrova, 2017)	Kazoo, rubber bands, paper moving	• TESOL interest section: *As We Speak*
Reflection/ metacognitive strategies	Shadowing/mirroring (Derwing & Munro, 2015)	Cloze tasks; dictations	Gestures & movements	• Iowa State University Sounds of Speech
Voiceovers (PPTs, etc.)	Self/peer review	Dialogues	Metronome use	• Pronunciation Doctor (Marsha Chan's YouTube channel)
Sing-a-longs	Recording—video + audio—their own speech	Poetry, singing, rapping	Intonation sequence mapping (perception, production, meaning)	
Picture/story narrations	Listening to podcasts/watching videos	Visuals—use of a mirror for self review	Building up/breaking down phonological aspects	• Familiar websites: esl-lab, Purdue OWL, etc.
Movie scene shadowing (Henrichsen, 2015)	Podcast writing & recording (Filimonova, 2018)	**Positive affective environment *Perceived positive language interaction*		• *www.englishpronunciationguide.weebly.com

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