



FLOW

33RD ANNUAL INTERNATIONAL IATEFL-H CONFERENCE

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['determain], meanin[ks], [t]ank you

**A comprehensive classification of
pronunciation errors in ELT**

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Introduction



Previous frameworks



Pronunciation error types



Pedagogical applicability



Extra examples

Warm-up

I deal with a pronunciation error made by a learner when/if ...



...

Previous frameworks



Intelligibility,
comprehensibility
and accentedness

The Lingua
Franca Core

Intelligibility, comprehensibility and accentedness

(Munro & Derwing, 2015)

Intelligibility: **how well the speaker is understood**

Comprehensibility: **how much effort is required for understanding**

Accentedness: **to what extent the speaker has a foreign accent**

Intelligibility, comprehensibility and accentedness (Munro & Derwing, 2015)



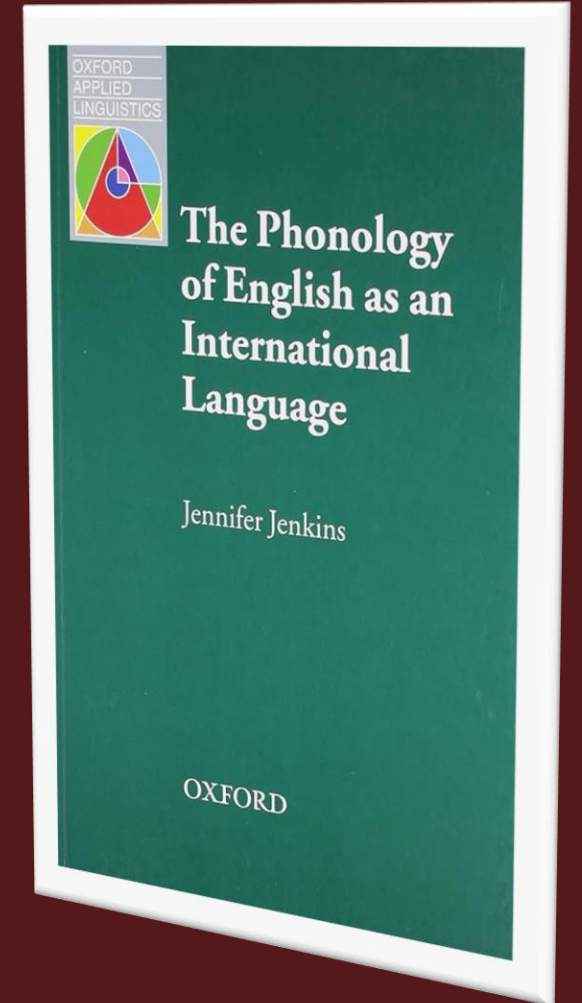
New target: **intelligibility**

The Lingua Franca Core (Jenkins, 2000)

- A collection of pronunciation features needed for intelligibility
- A list of features that should be considered errors

e.g., *city* pronounced as ['sɪrɪ]

car pronounced as ['kɑ:]



PPL

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graph TD; PPL --> PHONETIC; PPL --> PHONOLOGICAL; PPL --> LEXICAL;
```

PHONETIC

I'm [s]inking of you
this is so b[e]d

PHONOLOGICAL

ki[ŋg] of England
three little pi[ks]

LEXICAL

['liopard]
['foreɪn]



Pedagogical applicability

Teachability: the method required to teach the feature

Learnability: the difficulty of acquisition

Contribution to intelligibility: the severity of the intelligibility issue if learner cannot produce the feature



Pedagogical applicability

this is so b[e]d

Teachability



Learnability



Contribution to intelligibility





Pedagogical applicability

three little pi[ks]

Teachability



Learnability



Contribution to intelligibility





Pedagogical applicability

['liopard]

Teachability



Learnability



Contribution to intelligibility





Pedagogical applicability

| | PHONETIC b[e]d | PHONOLOGICAL pi[ks] | LEXICAL ['liopard] |
|-----------------------|--------------------------|-------------------------------|------------------------------|
| Teachability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learnability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contr. to int. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Pedagogical applicability

- ranking errors according to relative importance (cf. Major, 2001, p. 34)
- making informed decisions on whether to deal with a particular pronunciation feature or not
- context independent (different L1's, ESL vs. EFL, ELF, etc.)
- the pronunciation curriculum can be tailored to the learners' **age, level and goals**
- intrinsic motivation + challenge \longrightarrow flow
(Nakamura & Csíkszentmihályi, 2002)

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Extra examples



Extra examples

PHONETIC

this is so b[e]d

PHONOLOGICAL

three little pi[ks]

LEXICAL

['foreɪn]



Extra examples

PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples

['determain]

meanin[ks]

[t]ank you

PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples





Extra examples

[b]ery best

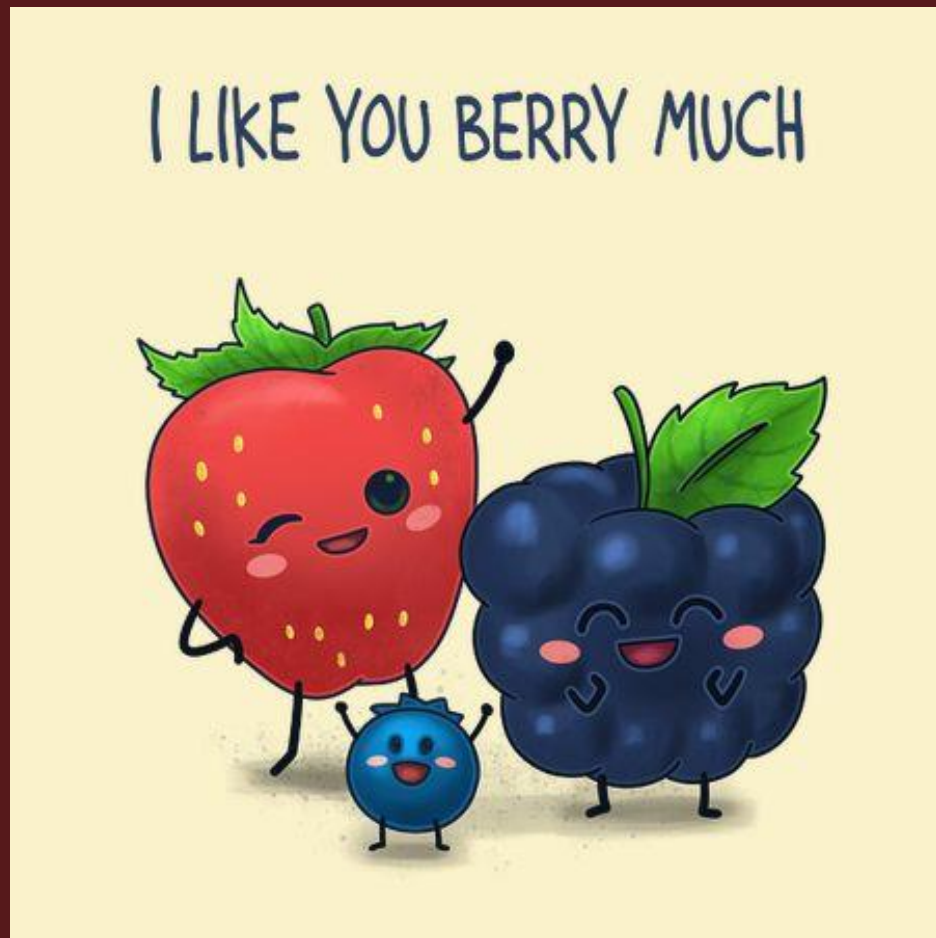
PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples





Extra examples

an apple and a **peer**

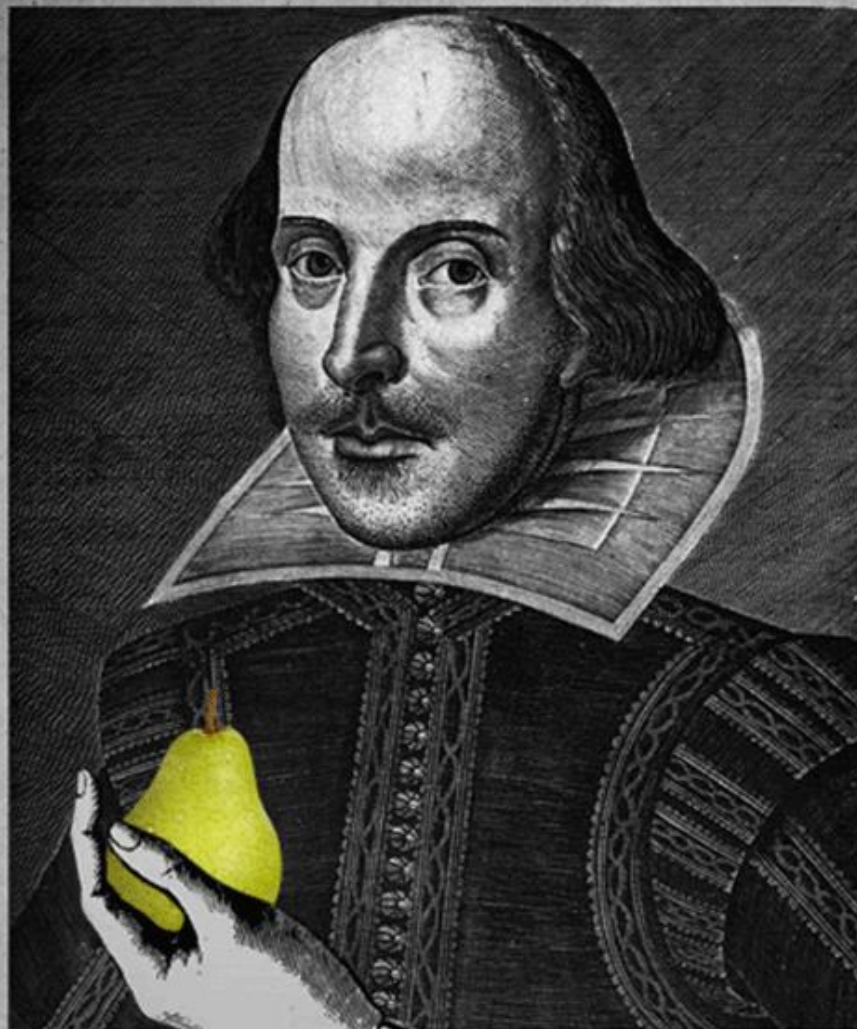
PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples



William shakes pear



Extra examples

th[ə] end

PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples





Extra examples

ham and e[ks]

PHONETIC

PHONOLOGICAL

LEXICAL



Extra examples



HAM AND EGGS



HAM AND EX



THANK YOU FOR YOUR
ATTENTION!

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