

## **Focus on Pronunciation**

1. Even though I have never had any experiences in teaching pronunciation, I had a little experience in pronunciation as a learner. With this lesson, I have known a lot of things that are very useful for me as a learner and teacher. There are three issues that I have learnt from this lesson. Firstly, the meaning of the sentence is changed if I stress the words differently. Moreover, I understand the concept of emphasizing content words and deemphasizing structure words. Next, pronunciation is not a standalone issue. Pronunciation is important and relates to not only speaking but also other skills, including listening, writing and reading. I get a clearer picture of how pronunciation has a connection with other skills after completing activity 3.2 from this lesson. Finally, the ultimate goal of teaching pronunciation is not to aim that students can speak English like native speakers. Before completing this lesson, I always think my pronunciation is good when it sounds like native speakers. I realize now that the goal of learning pronunciation is to develop functional intelligibility not to be perfect.

2. There are four realistic goals that Goodwin presents including functional intelligibility, functional communicability, increased self-confidence and speech monitoring abilities.

I think the greatest challenge when teaching L2 pronunciation is increasing self-confidence because this goal will be achieved easier if other goals are reached. Furthermore, different students have different levels of self-confidence, and these students may use different strategies to increase their confidence. If teachers want their students to increase their confidence, teachers have to really understand what students need to improve their pronunciation. Teachers then have to choose or even adapt activities to fit with students' need. To increase self-confidence is a challenging task because teachers have to encourage their students to have positive attitudes in learning pronunciation.

3. According to Nation and Newton (2009), there are three instructional activities that are appropriate to use if I teach pronunciation to my students. The first activity is "Listening to questions". This activity perfectly fits my current language curriculum because I usually teach learners who want to get good scores in TOEIC, TOEFL (iBT), and other English tests which have listening sections. This activity will help my students prepare themselves and improve their listening before they face listening questions in the tests. I think this activity is very useful especially for learners in the beginning level of listening.

The second activity is "Listening while reading". I think this activity will help my younger and adult learners to improve their listening and reading skills at the same time. In the real life, these adult learners sometimes have to attend meetings that use English to communicate, and most of the young learners have to prepare themselves before going to study abroad or enrolling international programs in the university in Thailand. I will use this activity when my students have basic listening and reading skills so that the learners will feel more

comfortable when they have to use these two skills at the same time.

The third activity is 4/3/2 technique. This activity is useful for my students because most of them rarely communicate with others in English in their daily life. This activity will help them have more opportunities to increase their confidence in speaking and listening. I will use this activity to teach my students when they have basic skills in speaking and listening. I do not want to pressure my students to speak under time constraint if they barely have a chance to practice speaking. I think it will have negative consequences in learning English.

4. In my opinion, “Communicative Approach” is the most appropriate approach for me to use in teaching L2 pronunciation because almost all of my students want to communicate with others effectively. These people use English for their specific purposes. Their prime goal is not to speak perfectly like native speakers. Therefore, I think this approach matches their need.