

# THE EFFECTIVENESS OF SECOND LANGUAGE PRONUNCIATION INSTRUCTION: A META-ANALYSIS

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## KEY TERMS

### Pronunciation Instruction:

*Pronunciation Instruction (PI) refers to approaches to teaching learners how to pronounce words in a target language accurately*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What factors affect the effectiveness of pronunciation instruction?



## WHAT EVIDENCE IS SUMMARISED?

A total number of

# 86

studies were included in the final analysis of this study

## WHAT DOES IT FIND?

- Providing instruction on pronunciation can be as effective as instruction on other areas of language learning (vocabulary, grammar, and pragmatics)
- Learners' age can affect the effectiveness of PI
- Age effects in second language contexts are much stronger than foreign language contexts where the exposure is limited to classroom instruction
- Learners with different proficiency levels can benefit from PI
- Provision of feedback on pronunciation can improve the effectiveness of PI
- Human-delivered instruction is perceived to be more reliable than computer-delivered PI because computers may lack adaptability and perceptual accuracy in comparison to humans
- PI can be effective for a wide range of pronunciation features rather than only segmental and suprasegmental features

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Pronunciation is as important as other linguistic features, and teachers should pay attention to teaching pronunciation
- Instead of expecting L2 learners to pronounce words like native speakers, teachers should set more realistic expectations for learners to pronounce words correctly
- In an L2 context, teachers should be aware of individuals' backgrounds and readiness when implementing PI
- While using computers in other language domains may be effective, it is preferable for teachers to provide instruction and feedback on learners' pronunciation