TASK-BASED PRONUNCIATION TEACHING AND RESEARCH

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KEY TERMS

Task-based Language Teaching (TBLT)

TBLT is an approach in teaching language where learners are assigned to do a meaning-focused task which elicits authentic target language

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- What are the effects of pronunciation tasks?
- How can pronunciation tasks help learners improve their pronunciation?

WHAT EVIDENCE IS SUMMARISED?

This study synthesises the conclusion of the empirical studies in the Special Issue in the journal, *Studies in Second Language Acquisition* published in 2017

WHAT DOES IT FIND?

- The very first step in improving pronunciation is attention and awareness
- Pronunciation tasks can enhance attention to pronunciation and promote awareness of pronunciation
- Large amount of input and output practices through high-variability phonetic training is successful in leading to positive changes in the second language perception and production
- Tasks should provide more authentic input for learners as they are constantly exposed to accented pronunciation from their peers

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- In mixed classrooms, teachers can raise awareness and enhance pronunciation by rightly pairing learners for different interactive tasks
- Using video-based interactive tasks can help teachers heighten learners' awareness of pronunciation errors
- For less proficient learners, teachers should attract learners' attention to differences and similarities between segmental and super-segmental features of the first language and the second language
- Teachers should design tasks during meaning-focused interactive activities in order to direct learners' attention to phonetic forms, and manipulate tasks in order to make learners notice the target phonological features

TESOL GRAPHICS

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