

Pronunciation Teaching Practices in Canada

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ABSTRACT We surveyed 67 ESL programs in Canada to determine to what extent pronunciation is taught and which resources are most

often used. The survey also requested demographic information about the respondents and their ESL programs, classes and students, methods of teaching, and participants' attitudes. The respondents from approximately half the programs offer stand-alone pronunciation courses, and the balance reported that they integrate pronunciation teaching in their general ESL classes. The majority of respondents said that it was important to teach pronunciation at all levels, although few teachers have special training in this area. Resources preferred by the participants are discussed with regard to their emphases on segmental and suprasegmental aspects of pronunciation.



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Pronunciation teaching practices in Canada. *TESL Canada Journal* 19 (1), 51-61. Google Scholar. Burgess, J. & S. Spencer 2000. Phonology and pronunciation in integrated language teaching and teacher education. *System* 28 (2), 191-215. Google Scholar. Exploring EFL Teachers' Beliefs and Practices Regarding Pronunciation Teaching in a Saudi Setting. Preprint. Full-text available. This follow-up study reexamines the state of the teaching of pronunciation in ESL classes across Canada. The purpose of the survey was twofold: to gain a snapshot of current practices and to compare this with the picture of 10 years ago. We based the current work on Breitzkreutz, Derwing, and Rossiter's (2001) survey asking teachers about resources, approaches, and beliefs about teaching [Show full abstract].