

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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Survey of the Teaching of Pronunciation in Adult ESL Programs in Canada, 2010 Jennifer A. Foote, Amy K. Holtby, and Tracey M. Derwing 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. Although the study described above is the only Canadian survey of pronunciation-teaching practices of which we are aware. 2005). NO 1. Derwing (2003) found that 95% of L2 immigrant respondents in- TESL CANADA JOURNAL/REVUE TESL DU CANADA VOL. 2002. Pronunciation teaching practices in Canada. TESL Canada Journal , 19: 51-61. Google Scholar. Burgess, John and Sheila Spencer. 2000. Phonology and pronunciation in integrated language teaching and teacher education. System , 28: 191-215. Google Scholar. Pronunciation—views and practices of reluctant teachers. Prospect , 17. 3: 3-18.