

English Pronunciation Instruction: Views and Recommendations

Abbas Pourhossein Gilakjani
Lahijan Branch, Islamic Azad University, Lahijan, Iran

Abstract—Despite decades of advocacy for greater attention, research into pronunciation instruction in English language teaching continues to be restricted. This article provides a comprehensive review of some important issues of English pronunciation instruction. The purposes of this review are (a) to explain different views of pronunciation instruction, (b) to elaborate the role of pronunciation in language teaching methods, (c) to discuss native-like pronunciation, and (d) to mention some recommendations for the better teaching of English pronunciation. The review of the literature of this paper indicated that the objective of pronunciation instruction is not to gain native-like pronunciation and speak exactly like native speakers of English. Instead understandable pronunciation should be the ultimate aim of oral communication.

Index Terms—pronunciation instruction, views, methods, native-like pronunciation, recommendations

I. INTRODUCTION

The key role of English pronunciation has been an important discussion throughout the last years. Some researchers such as Burrill (1985) and Krashen (1982) were against pronunciation instruction, but other researchers have different views over pronunciation instruction. Researches done by Perlmutter (1989), Macdonald, Yule, and Powers (1994), Derwing, Munro, and Wiebe (1998), Silveira (2002), Couper (2003), Gilbert (2008), Liu (2008), Hayati (2010), Abbasian and Bahmanie (2013), Abdolmanafi-Rokni (2013), Gooniband Shooshtari, Mehrabi, and Mousavinia (2013), Behzadi and Fahimniya (2014), Mirzaei, Jahandar, and Khodabandehlou (2014), Nosratinia and Zaker (2014), Pourhosein Gilakjani (2014a), Pourhosein Gilakjani (2014b), Pourhosein Gilakjani (2016a), and Farhat and Dzakiria (2017) indicate that pronunciation instruction improves EFL/ESL learners' oral production.

According to Pourhosein Gilakjani (2016b), Sadeghi and Mashhadi Heidar (2016), and Haghghi and Rahimy (2017), pronunciation is one of the most difficult skills in the learning and teaching of English language. Farhat and Dzakiria (2017) says that pronunciation has been overlooked and no serious attempt has been made to indicate its worth to both teachers and learners. English pronunciation is one of the least favorite areas for teachers to teach in their classes (Pourhosein Gilakjani, 2012). Intelligible pronunciation is an important part of communicative competence. If learners do not have perfect pronunciation skills they will not be able to communicate effectively (Morley, 1991; Pourhosein Gilakjani, 2016b).

Teachers often do not pay enough attention to English pronunciation. There are some reasons for this claim. Some teachers do not have enough knowledge (Breitkreutz, Derwing, & Rossiter 2002; Fraser, 2000a; Macdonald, 2002). They think that pronunciation instruction does not work because they have tried it a lot and have not been successful (Fraser, 2000a). They say that pronunciation instruction is not appropriate, because it is purely a motor-skill (Brown, 1987) and its practice is not related to the communicative competence of language (Morley, 1991). They also believe that it is not necessary to teach pronunciation and accurate pronunciation is not related to the identity and respect for the learners (Porter, 1999).

According to Celce-Murcia, Brinton and Goodwin (1996), Derwing and Munro (2005), Fraser (2000a), Morley (1991), Pennington (1998), and Pourhosein Gilakjani (2016b), pronunciation can and should be taught and it is an important part of communication that has a key role in Communicative Language Teaching. According to Frasers (2000a), English pronunciation is a cognitive skill that all persons can learn it if appropriate opportunities are given to them. Jenkins (2000), Deterding (2013), and Thir (2016) state that the reason for teaching pronunciation is that it has been found to be the main cause of communication breakdowns or misunderstandings in ELF interactions which makes its instruction an area where the necessity for a stronger orientation towards ELF communication is very important. Hismanoglu (2006) says that pronunciation instruction has a key role in oral communication. Pronunciation is an important component of communicative competence.

In this paper, the researcher reviews some important issues related to pronunciation instruction. They are different views over pronunciation instruction, the role of English pronunciation in language teaching methods, native-like pronunciation, and recommendations for teaching English pronunciation.

II. DIFFERENT VIEWS ABOUT ENGLISH PRONUNCIATION

According to Brown (1987), there are two different views of pronunciation. The first view is called a narrow view which regards pronunciation as the production of the right sounds in the right order. This view includes learning the individual vowels and consonants. The second view refers to a broad view which says that pronunciation is an important part of communicative competence. This view involves all the vowels and consonants, and suprasegmental features like word stress, sentence stress, and intonation (Morley, 1991). The narrow view of pronunciation concentrates on individual sounds and the motor skills that are involved in producing them. Brown (1987) says that they are separate from the acquisition of the communicative aims of language. As a matter of fact that, Brown does not regard pronunciation as an important component of communication. In this view, pronunciation is recognized with the production of individual sounds and somehow with the stress and intonation patterns of the target language.

Celce-Murcia, Brinton and Goodwin (1996) declares that the broad view of pronunciation includes a focus on how pronunciation is really used to communicate. This has been supported by Pennington and Richards (1986) who express that pronunciation is considered as an important element of expressing referential meaning and a key component of the interactional system of communication. Based on this idea, we should not separate pronunciation from communication and other features of language usage, because sounds are absolutely necessary for communicating and understanding lexical, grammatical, and sociolinguistic meaning. Therefore, it can be said that pronunciation consists of a complex interplay between perceptual, articulatory, and interactional elements.

According to Derwing and Munro (2005), this view has resulted in intelligibility and was accepted as the most important consequence of teaching pronunciation. There are two separate points here and we should clarify them. They are accent and intelligibility. Derwing and Munro (2005) defined accent is a complex feature of language that impacts speakers and listeners in perception and production. An accent is a manner of pronunciation characteristic of a particular individual, location, or nation (The New Oxford American Dictionary, 2005). According to Lippi-Green (1997), an accent is specified with the place in which its speakers live, the socio-economic status of its speakers, their ethnicity, their social class, or influence from their first language.

According to Collins and Mees (2013), an accent is a pronunciation variety typical of the speech of a group of persons. Walker (2010) denies an accent as a variety of a language that is the outcome of differences in pronunciation between a speaker or a group of speakers. It can be regional or social. Munro and Derwing (1995) and Yazan (2015) define intelligibility as the extent to which the speakers' intended utterance is understood by listeners; comprehensibility as the listeners' understanding of the degree of problem faced when trying to comprehend an utterance; and accentedness as the listeners' realization of how different a second language (L2) accent is from the variety of English spoken in the society. Based on the above conceptualization, intelligibility refers to listeners' actual understanding, comprehensibility and accentedness refer to listeners' perceptions.

According to Yates (2002) and Nikbakht (2011), three basic elements of intelligibility are accentedness; the degree to which the listener understands what is being told; and interlocutor load or the problem the listener has in comprehending what is stated. When the accent is familiar to the listeners, even a strong accent can be easily perceived. Therefore, we can understand that intelligibility is a 'two-way process' between the speaker and the listener. A speaker may be incomprehensible because of their accentedness or due to something about the listener that stops the comprehensibility (Yates, 2002).

Kenworthy (1987) emphasized the necessity of 'comfortable intelligibility', i.e., helping learners to communicate effectively without putting excessive pressure on the listener. She says that different contexts of learning English impact not only the aims of teaching pronunciation but also the relative probability of comprehension between speakers and listeners. Morley (1991) expresses that native-like pronunciation is not attainable for a lot of adult learners and can have a detrimental effect on learning, due to the negative effect it can have on learners' and teachers' motivation. Kenworthy (1987) and Dalton and Seidlhofer (1994) have not emphasised that achievement of native-like pronunciation is not possible, but that accent is so bound up in a person's identity, that many learners are reluctant to change their pronunciation.

In brief, pronunciation intelligibility is to gain a level of pronunciation which does not prevent the learners' ability from communication (Morley, 1991; Nikbakht, 2011). Therefore, in order for teachers to gain intelligibility as the ultimate aim of teaching pronunciation, its components should be incorporated into the syllabus of English pronunciation.

III. LANGUAGE TEACHING METHODS AND THE ROLE OF ENGLISH PRONUNCIATION

The role of pronunciation in language teaching has modified as various teaching methods have come and gone (Celce-Murcia, Brinton, & Goodwin, 1996). In the Grammar-Translation method and reading-based approaches, the ultimate aim of teaching and learning was to get a reading knowledge of the target language because literary language was superior to spoken language (Larsen-Freeman, 2000). Therefore, the basic skills to be expanded were reading and writing and. Grammar and vocabulary were given special importance. Speaking and listening were ignored and pronunciation received almost no attention (Larsen-Freeman, 2000). Oral communication was not the main aim of language instruction. Therefore, little attention was given to speaking and pronunciation.

In the Direct Method, oral work is strongly emphasized and pronunciation receives great attention from the beginning of the course (Richards & Rodgers, 2001). Pronunciation is taught by intuition and imitation. Students mimic a model

such as a teacher and do their best to be close the model by imitation and repetition. The Reform Movement emphasized the priority of the spoken language over the written language. The reformers considered phonetics as the basis of the study of language and correct pronunciation as the basis of learning. The significance attached to the mastery of accurate pronunciation persuaded teachers and learners to acquire knowledge of phonetics. Therefore, the phoneticians agreed that training teachers and learners in phonetics would result in establishing good pronunciation habits (Finch, 2000; Howatt, 1984).

In Audiolingualism, language was recognized with speech and the oral/aural skills were emphasized (Larsen-Freeman, 2000). The mastery of correct pronunciation and grammar of the target language were also greatedened (Richards & Rodgers, 2001). Listening and speaking exercises were designed to focus on pronunciation and oral proficiency is connected with accurate pronunciation and grammar (Richards & Rodgers, 2001). In the Oral Method, teachers and learners should be phonetically trained and the application of phonetic transcription should be extensive. Teachers and learners should be seriously concerned with the mastery of accurate pronunciation. In the Situational Language Teaching (SLT), language lesson started with the focus on pronunciation. Pronunciation accuracy was considered as important and practice techniques involved guided repetition, substitution activities, and controlled oral-based reading and writing tasks (Richards & Rodgers, 2001).

The Cognitive Approach considered language as rule-governed behavior rather than habit formation. Grammar and vocabulary were superior than pronunciation because native-like pronunciation was an unreal goal and could not be attained (Scovel, 1969). In the Silent Way, the accuracy of production of both the sounds and structures of the target language is emphasized. The learners' attention is concentrated on the sound system without having to learn a phonetic alphabet or a series of linguistic information (Gattegno, 1976).

In the Community Language Learning (CLL), correct pronunciation receives special attention to the learners. Pronunciation approach in CLL is intuitive-imitative and the only difference is in the content and degree of practice which is learning-centered and controlled by the learner (Celce-Murcia et al., 1996). In Total Physical Response (TPR), students would start to speak when they were ready. They were expected to make errors in the early stage and teachers tolerated them. In Natural Approach, the central focus on listening without pressure to speak gave the learners the chance to internalize the target sound system (Su Tseng Lee, 2008).

The Communicative Approach holds that since the main aim of language is communication, the use of language to communicate should be of the greatest importance in all classroom language instruction. This attention on language as communication is of great urgency to pronunciation instruction, since evidence reveals that there is a threshold level of pronunciation for nonnative speakers; if they fall below this threshold level, they will have oral communication difficulties without paying attention to their excellent grammar and vocabulary (Hinofotis & Bailey, 1980).

The Communicative Language Teaching (CLT) placed great emphasis on communication rather than the mastery of language forms. The dominance of CLT pushed pronunciation to the sidelines (Jones, 2002). According to Jones (2002), focused instruction on pronunciation is at best useless and at worst harmful. He said that the factors influencing English pronunciation are mainly acquisition variables which cannot be impacted by focused practice and the instruction of formal rules (Jones, 2002).

Generally, the above section demonstrated that the role of pronunciation in the language teaching greatly depends on the kind of methodology used. For example, pronunciation was regarded to be of great importance in the Audiolingual curriculum but its position was decreased in the CLT method. In addition, it is possible to make an accurate guess as to the status of English pronunciation if we know the language teaching method that is used in the classes. For example, if a lesson is related to the principles of SLT, we can expect that the spoken language is viewed as primary and pronunciation is important for the second language skills. Thus, the acceptance or rejection of a specific teaching method by a teacher can be a useful indicator as to the teacher's stance towards English pronunciation.

IV. IS NATIVE-LIKE PRONUNCIATION ACHIEVABLE?

Based on the traditional view, the goal of pronunciation instruction is to eliminate learners' L1 accent. This view is called the nativeness principle which says that it is possible and desirable to attain nativelylike pronunciation in a foreign language (Levis, 2005; Thir, 2016). This view has a profound effect on non-native teachers in order to be good models for their learners (Isaacs, 2014; Thir, 2016)). It has been claimed that the goal of teaching pronunciation should not be the mastery of native speakers' norms, but international intelligibility. As a result, native speakers' accents are no longer seen as the sole suitable pronunciation models and native-like pronunciation is no longer considered as a necessary condition for a good pronunciation teacher (Jenkins, 2000; Thir, 2016; Walker, 2010).

According to Pourhosein Gilakjani (2011), Pourhosein Gilakjani (2016a), and Pourhosein Gilakjani (2016b), the aim of teaching pronunciation is not to attain native-like pronunciation. Instead understandable pronunciation should be the ideal goal of oral communication. Thir (2016) expresses that what teachers need is a certain linguistic and pedagogic knowledge and skills that help them to promote international intelligibility in their classes. Consequently, teacher education should provide teachers with enough training on intelligibility rather than achieving a native speaker accent. According to Levis (2005), native-like pronunciation in a foreign language is only achieved by a small number of adult learners, even if these learners indicate a high level of language proficiency in other areas. The main reasons for the

difficulty of acquiring a native-like accent are not known. The completion of brain lateralization after puberty may make the acquisition of a native-like accent very difficult for adult learners (Lenneberg, 1967; Scovel, 1969).

Some researchers agree that a native-like accent cannot be considered as an attainable aim for adult learners (Dalton & Seidlhofer, 1994b; Levis, 2005; Setter & Jenkins, 2005; Ur, 1996). Some teachers and learners believe in the nativeness principle. As Levis (2005) says that in language classrooms, learners like to get rid of their accents. Many teachers may see some learners who attain a native-like accent as an achievable goal. Therefore, some teachers and learners may be disappointed when they see that they cannot meet their own anticipations. Teachers may think they could not teach pronunciation effectively and blame their learners for the lack of success in learning pronunciation. When adult learners become aware of the difficulty of achieving a native-like accent in English language, may think that they will never be able to succeed in pronunciation learning.

The other problem is that native-like pronunciation puts extra pressure on English teachers who would not be able to achieve a native-like accent in English. Levis et al. (2016) carried out a study and indicated that it is not necessary for teachers to speak with a native-like accent in order to teach English pronunciation effectively. A lot of teachers believe that only a native-like accent will make them good pronunciation teachers for their learners and think that their L1 accent can be a threat to their professional identity (Canagarajah, 1999; Golombek & Jordan, 2005). Consequently, teachers sometimes are worried about teaching pronunciation (Medgyes, 1994; Tang, 1997) which may cause them to prevent from teaching English pronunciation (Murphy, 2014).

V. RECOMMENDATIONS FOR ENGLISH PRONUNCIATION INSTRUCTION

In order to teach pronunciation appropriately and effectively, teachers should

1. know the information about pronunciation. For example, how speakers' mouths move when they produce the sounds of language, and how word stress, rhythm, connected speech, and intonation work.
2. understand and be able to predict the types of difficulties their learners might have with pronunciation and why they occur.
3. know many ways to teach pronunciation to their learners, adapting their methods to fit them and their needs, and helping them practice effectively to overcome any difficulties they might have (Celce-Murcia et al., 2010).
4. use different ways of learning—through sight, sound, and movement—to help learners understand and remember better.
5. keep lessons practical. For a lot of students, technical explanations are difficult to understand and are easily forgotten. Concrete demonstrations followed by a lot of practice produce better outcomes. Lessons should fit learners' level of understanding.
6. teach their learners that slow speech with good pronunciation is much better than fast speech with wrong pronunciation. Learners should know that understandability is more important than fast speech (Rasekhi Kolokdaragh, 2010; Pourhosein Gilakjani, 2016b).
7. include communicative practice whenever possible. Learners should work toward using their new pronunciation in real speech. In the class, teachers should help their learners practice in activities that are similar to the real communication.
8. incorporate pronunciation with oral communication, that is to say, communicative approaches to pronunciation instruction in order for nonnative speakers to communicate both effectively and understandably with native speakers (Morley, 1987; Otlowski, 1998).
9. focus on meaningful practices within communication mode. One good way is to find means of better incorporating pronunciation instruction with other components of instruction (Celce-Murcia & Goodwin, 1991).
10. pay attention to pronunciation-oriented listening instruction (Morley, 1991). According to Gilbert (1984), there is a close relationship between listening comprehension and pronunciation. If speakers do cannot be understood, they are cut off from conversation with the native speakers.
11. use technology for pronunciation instruction such as Computer-Assisted Pronunciation Teaching (CAPT). A lot of researchers have accepted the advantages taken from CAPT pedagogy (Chun, 1989; Hismanoglu, 2006; Pennington, 1988; Pourhossein Gilakjani & Sabouri, 2014a; Pourhossein Gilakjani & Sabouri, 2014b) since it provides learners with a stress-free environment through which they can have access to unlimited input, practice at their own pace and receive instantaneous feedback through the use of Automatic Speech Recognition (ASR).

VI. CONCLUSION

In this paper, the researcher reviewed some important issues pertinent to English pronunciation instruction. This review paper indicated that pronunciation instruction should concentrate on long-term goals and short-term objectives should be developed with reference to long-term goals. The aim of pronunciation training is to bring learners gradually from controlled-based performance to automatic-based performance. Pronunciation shapes a link to other features of language use like listening, vocabulary, and grammar and the methods of emphasizing this interdependence in instruction should be thoroughly investigated. Intelligible pronunciation is an important part of communicative competence and teachers should urge their learners towards understandable pronunciation not exactly native-like

pronunciation. Therefore, teachers should set attainable aims that are appropriate for the communication needs of learners. They should act as the pronunciation model, give feedback to their learners, and urge them to gradually improve their pronunciation. From the literature review of this paper, it can be concluded that more investigations into the different features of English pronunciation instruction are really needed. This paper will serve to motivate not only teachers and learners, but also all researchers to carry out similar researches designed to expand the knowledge base of this significant area of English language teaching.

REFERENCES

- [1] Abbasian, G., & Bahmanie, A. (2013). EFL Teachers and Learners Reflection on Pronunciation Factor in Teaching-Learning Process and Its Effects on Learners' Motivation. *ELT-Voices Journal*, 3(2), 62-79.
- [2] Abdolmanafi-Rokni, S. J. (2013). The Effect of Listening to Audio Stories on Pronunciation of EFL Learners. *MJAL*, 5(2), 69-85.
- [3] Behzadi, A., & Fahimniya, F. (2014). The Effect of Using Two Approaches of Teaching Pronunciation (Intuitive-Imitative and Analytic-Linguistic) on Speaking Fluency among Iranian EFL Learners. *Indian Journal of Fundamental and Applied Life Sciences*, 4(1), 263-270.
- [4] Breitzkreutz, J., Derwing, T., & Rossiter, M. (2002). Pronunciation teaching practices in Canada. *TESL Canada Journal*, 19(1), 51-61.
- [5] Brown, H. D. (1987). *Principles of Language Learning and Teaching* (2nd Edition), Englewood Cliffs, NJ, Prentice Hall Regents.
- [6] Burrill, C. (1985). The sensitive period hypothesis: A review of literature regarding acquisition of a native-like pronunciation in a second language. *Paper presented at a meeting of the TRI-TESOL Conference*. Bellevue, WA, 15 November.
- [7] Canagarajah, S. (1999). Interrogating the 'native speaker fallacy': Non-linguistic roots, nonpedagogical results. In Braine, George (ed.). *Non-native educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates, 77-92.
- [8] Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge, CUP.
- [9] Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd edition). Cambridge, UK: Cambridge University Press.
- [10] Celce-Murcia, M., & Goodwin, J. (1991). Teaching Pronunciation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 136-153). Boston: Heinle & Heinle Publishers.
- [11] Chun, D. M. (1989). Teaching tone and intonation with microcomputers. *CALICO Journal*, 7(1), 21-46.
- [12] Collins, B., & Mees, I. M. (2013). *Practical Phonetics and Phonology: A Resource Book for Students* (3rd edition). Abingdon: Routledge.
- [13] Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. *Prospect*, 18(3), 53-70.
- [14] Dalton, C., & Seidlhofer, B. (1994a). Is pronunciation teaching desirable? Is it feasible? In Sebbage, Sue; Sebbage, Tim (eds.). *Proceedings of the 4th international NELLE conference*. Hamburg: NELLE.
- [15] Dalton, C., & Seidlhofer, B. (1994b). *Pronunciation*. Oxford: Oxford University Press.
- [16] Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: a research-based approach. *TESOL Quarterly*, 39(3), 379-397.
- [17] Derwing, T. M., Munro, M. J., & Wiebe, G. E. (1998). Evidence in favor of a broad framework for pronunciation instruction. *Language Learning*, 48(3), 393-410. doi: 10.1111/0023-8333.00047.
- [18] Deterding, D. (2013). *Misunderstandings in English as a lingua franca: An analysis of ELF interactions in South-East Asia*. Berlin: de Gruyter Mouton.
- [19] Farhat, P. A., & Dzakiria, H. (2017). Pronunciation barriers and computer assisted language learning (CALL): Coping the demands of 21st century in second language learning classroom in Pakistan. *International Journal of Research in English Education*, 2(2), 53-62. doi: 10.18869/acadpub.ijree.2.2.53
- [20] Finch, G. (2000). *Linguistic terms and concepts*. London: Macmillan Press. <http://dx.doi.org/10.1007/978-1-349-27748-3>.
- [21] Fraser, H. (2000a) Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language, ANTA Innovative Project. Canberra, DETYA.
- [22] Gattegno, C. (1976). *The common sense of teaching foreign languages*. New York: Educational Solutions.
- [23] Gilbert, J. B. (1984). *Clear speech*. New York: Cambridge University Press.
- [24] Gilbert, J. B. (2008). *Teaching Pronunciation Using the Prosody Pyramid*. New York: Cambridge University Press.
- [25] Golombek, P., & Jordan, S. (2005). Becoming 'black lambs' not 'parrots': A poststructuralist orientation to intelligibility and identity. *TESOL Quarterly*, 39(3), 513-533.
- [26] Gooniband Shooshtari, Z., Mehrabi, K., & Mousavinia, S. R. (2013). A Call for Teaching Pronunciation in Iranian Schools. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 454-465.
- [27] Haghghi, M., & Rahimy, R. (2017). The effect of L2 minimal pairs practice on Iranian intermediate EFL learners' pronunciation accuracy. *International Journal of Research in English Education*, 2(1), 42-48. doi: 10.18869/acadpub.ijree.2.1.42.
- [28] Hayati, A. M. (2010). Notes on Teaching English Pronunciation to EFL Learners: A Case of Iranian High School Students. *Canadian Center of Science and Education, ELT*, 3(4), 121-126.
- [29] Hinofotis, F., & Baily, K. (1980). American undergraduate reaction to the communication skills of foreign teaching assistants, *TESOL "80: Building Bridges: Research and Practice in TESL."* Alexandria, V.A.
- [30] Hismanoglu, M. (2006). Current Perspectives on Pronunciation Learning and Teaching. *Journal of Language and Linguistic Studies*, 2(1), 101-110.
- [31] Howatt, A. P. R. (1984). *A history of English language teaching*. Oxford: Oxford University Press.

- [32] Isaacs, T. (2014). Assessing pronunciation. In Kunnan, Antony John (ed.). *The companion to language assessment. Volume I: Abilities, contexts, and learners*. Chichester: Wiley Blackwell, 140–155.
- [33] Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- [34] Jones, R. H. (2002). Beyond listen and repeat: Pronunciation teaching materials and theories of second language acquisition. In J. C. Richards & W. A. Renandya, *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press, 12-16.
- [35] Kenworthy, J. (1987). *Teaching English Pronunciation*. Harlow: Longman.
- [36] Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Fairview Park: Pergamon.
- [37] Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching (2nd edition)*. Oxford: Oxford University Press.
- [38] Lenneberg, E. H. (1967). *Biological foundations of language*. New York: John Wiley and Sons.
- [39] Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly* 39(3), 369–377.
- [40] Levis, J. M., Sonsaat, S., Link, S., & Barriuso, T. A. (2016). Native and nonnative teachers of L2 pronunciation: Effects on learner performance. *TESOL Quarterly*, 50(4), 894-931. doi: 10.1002/tesq.272
- [41] Lippi-Green, R. (1997). *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York: Routledge. ISBN 0-415-11476-4.
- [42] Liu, Y. (2008). The effectiveness of integrating commercial pronunciation software into an ESL pronunciation class. Graduate Theses and Dissertations. Paper 11716. <http://lib.dr.iastate.edu/etd/11716>
- [43] MacDonald, S. (2002). Pronunciation – views and practices of reluctant teachers, Prospect. *Australian Journal of TESOL*, 17(3), 3-15.
- [44] Macdonald, D., Yule, G., & Powers, M. (1994). Attempts to improve English L2 pronunciation: The variable effects of different types of instruction. *Language Learning*, 44(1), 75-100.
- [45] Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.
- [46] Mirzaei, F., Jahandar, S., & Khodabandehlou, M. (2014). The Effect of Multiple Intelligences on Iranian EFL Learners' Pronunciation Accuracy at Intermediate Level. *Indian Journal of Fundamental and Applied Life Sciences*, 4(2), 488-495.
- [47] Morley, J. (1987). *Current perspectives on pronunciation: Practices anchored in theory*. Washington, DC: TESOL.
- [48] Morley, J. (1991). The Pronunciation Component in Teaching English to Speakers of Other Languages. *TESOL Quarterly*, 25(3), 481-520.
- [49] Munro, M. J., & Derwing, T. M. (1995). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, 38(3), 289–306.
- [50] Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42(1), 258–269. <http://dx.doi.org/10.1016/j.system.2013.12.007>.
- [51] Nikbakht, H. (2011). EFL Pronunciation Teaching: A Theoretical Review. *The Journal of Applied Linguistics*, 4(1), 146-263.
- [52] Nosratinia, M., & Zaker, A. (2014). An Analysis of Iranian EFL Learners' Pronunciation Errors. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 5(3), 97-108.
- [53] Otłowski, M. (1998). Pronunciation: What are the expectations? *The Internet TESL Journal*, 4(1), 115-129. Retrieved on 23/9/03 from <http://iteslj.org>.
- [54] Pennington, M. (1998). The teachability of phonology in adulthood: A reexamination. *International Review of Applied Linguistics in Language Teaching*, 36(4), 323-341.
- [55] Pennington, M., & Richards, J. (1986). Pronunciation revisited. *TESOL Quarterly*, 20(2), 207-225.
- [56] Perlmutter, M. (1989). Intelligibility Rating of L2 Speech Pre- and Postintervention. *Perceptual and Motor Skills*, 68(2), 515-521. doi: <https://doi.org/10.2466/pms.1989.68.2.515>.
- [57] Porter, D. (1999). Pronunciation. In Spolsky, B. *Concise Encyclopedia of Educational Linguistics*. Oxford, Pergamon Elsevier.
- [58] Pourhosein Gilakjani, A. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1-15.
- [59] Pourhosein Gilakjani, A. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- [60] Pourhosein Gilakjani, A. (2016a). What Factors Influence the English Pronunciation of EFL Learners? *Modern Journal of Language Teaching Methods (MJLTM)*, 6(2), 314-326.
- [61] Pourhosein Gilakjani, A. (2016b). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education (IJREE)*, 1(1), 1-6.
- [62] Pourhosein Gilakjani, A., & Sabouri, N. B. (2014a). Role of Iranian EFL Teachers about Using *Pronunciation Power* Software in the Instruction of English Pronunciation. *English Language Teaching*, 7(1), 139-148.
- [63] Pourhosein Gilakjani, A., & Sabouri, N. B. (2014b). Change of Iranian EFL Teachers' Traditional Pedagogical Methods through Using *Pronunciation Power* Software in the Instruction of English Pronunciation. *English Language Teaching*, 7(2), 20-29.
- [64] Rasekhi Kolokdaragh, V. (2010). *ESL/EFL Learners' Perception of Their Pronunciation Needs and Strategies*. 41st Annual State CATESOL Conference in Santa Clara, CA, April 23, 2010.
- [65] Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd ed.)* Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667305>.
- [66] Sadeghi, M., & Mashhadi Heidar, D. (2016). The effect of using phonetic websites on Iranian EFL learners' word level pronunciation. *International Journal of Research in English Education*, 1(1), 31-37.
- [67] Scovel, T. (1969). Foreign accents, language acquisition, and cerebral dominance. *Language Learning*, 19(3-4), 245–253.
- [68] Setter, J., & Jenkins, J. (2005). State-of-the-art review article: Pronunciation. *Language Teaching*, 38(1), 1-17. doi: <https://doi.org/10.1017/S026144480500251X>.
- [69] Silveira, R. (2002). Pronunciation instruction classroom practice and empirical research. *Linguagem and Ensino*, 5(1), 93-126.
- [70] Tang, C. (1997). On the power and status of nonnative ESL teachers. *TESOL Quarterly*, 31(3), 577–580.
- [71] *The New Oxford American Dictionary*. (2005). Second Edition. Oxford University Press. ISBN 0-19-517077-6.

- [72] Thir, V. (2016). Rethinking pronunciation teaching in teacher education from an ELF perspective. *Vienna English Working Papers*, 25, 1-29. [HTTP://ANGLISTIK.UNIVIE.AC.AT/VIEWS/](http://anglistik.univie.ac.at/views/).
- [73] Tseng Lee, S. (2008). Teaching Pronunciation of English Using Computer Assisted Learning Software: An Action Research Study in an Institute of Technology in Taiwan. PhD thesis, Australian Catholic University, Victoria, Australia.
- [74] Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- [75] Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.
- [76] Yates, L. (2002). Fact sheet – What is pronunciation? Adult Migrant English Program Research Centre. La Trobe University.
- [77] Yates, L. (2002). Setting goals for teaching pronunciation. AMEP Fact Sheet, Adult Migrant English Program Research Centre.
- [78] Yazan, B. (2015). Key concepts in ELT Intelligibility. *E LT*, 69(2), 202-204. doi:10.1093/elt/ccu073.



Abbas Pourhosein Gilakjani has received his Ph.D. in TESOL from Universiti Sains Malaysia, Malaysia. He is an assistant professor of TESOL. He is also a faculty member of English Translation Department at the Islamic Azad University of Lahijan, Iran. He has taught English courses for over 18 years at 3 open universities in Guilan, Iran.