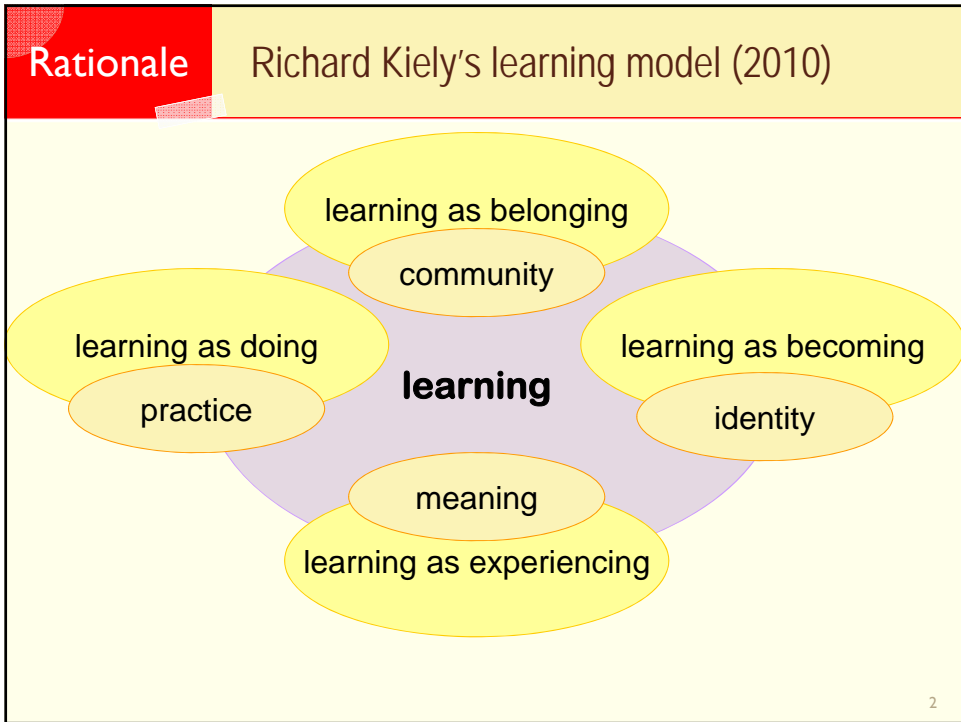


# Teaching English Pronunciation

A Course at Yuan Ze University

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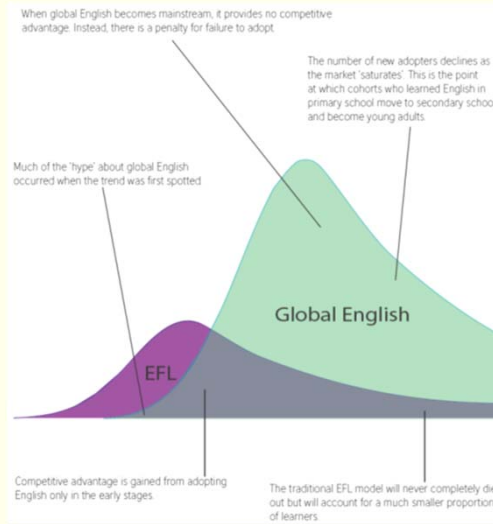
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**EIL?**

**English Next**, David Graddol, 2007 (pp. 107-8)

It would be interesting to speculate on what that 'saturation point', or final 'market penetration' of English might be. At this stage, very rough estimates based on the emerging patterns of middle class and urbanisation hint at around **3 billion** speakers by around **2040**. In other words, it is doubtful whether, even if the 'World English Project' were successfully implemented, that more than **around 40% of the global population would ever become functional users of English**.



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**EIL?**

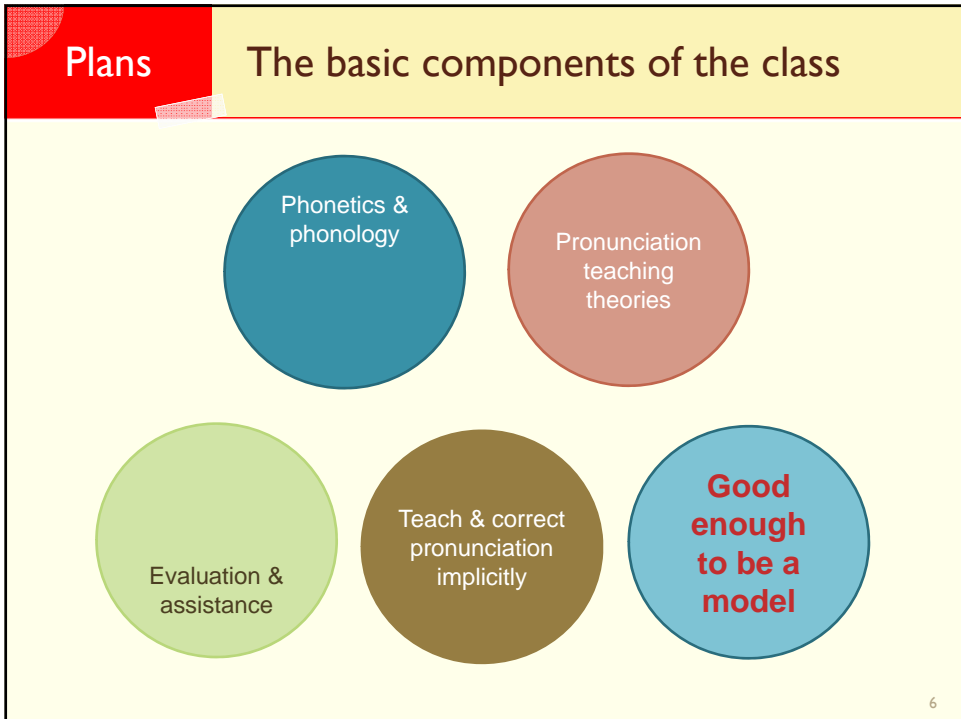
**Different views on English teaching**

	EFL	Global English
<b>Target variety</b>	Native speaker, usually American or British	Focus on international intelligibility rather than a specific variety; carry-over of some L1 characteristics; expected to maintain national identity through English; need for receptive skills in a range of international varieties
<b>Skills</b>	Focus on speaking and listening; communicative curriculum	All skills including literacy; translation and interpretation skills often required; emphasis also on intercultural communication strategies
<b>Teacher skills</b>	Language proficient, trained in methodology	Bilingual with subject knowledge and understanding of local exams; or may have wider pastoral role for developing study skills and student support
<b>Learner motives</b>	Mixed; often poor motivation	Usually instrumental
<b>Starting age</b>	10–13 years old, secondary school	Builds on foundation provided by EYL
<b>Primary purposes</b>	To communicate with native speakers; to satisfy entrance requirements for jobs, universities	To get jobs in own country; to communicate with non-native speakers from other countries

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EIL		Different views on English teaching	
	EFL	Global English	
Learning environment	Classroom focused; time-tabled subject; occasional visits to native-speaking country	Classroom is a key context but is insufficient. Private sector and home tutoring often play a role	
Content/materials	Local government textbook; international publisher	Content often relates to another curriculum area in CLIL style approach	
Assessment	Either: local exams or international (IELTS, Cambridge ESOL, TOEFL, TOEIC)	Existing exams often not appropriate; assessment often via assessment of ability to carry out tasks in English or by assessing knowledge taught through English	
Failure pattern	Low proportion of learners reach high proficiency	'Mission critical' process where broader education or employment is dependent on actual skills (rather than token certification)	

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**Plans****What do we plan to learn here?**

1. Fundamental knowledge of English vowels
2. Fundamental knowledge of English consonants
3. Fundamental knowledge of English prosody (stress, rhythm, intonation, etc.)
4. The teaching theories before, now, and in the future.
5. How to apply both of the above to the instruction of English pronunciation
6. Exploring the truth through a teaching plan
7. Demonstrating the details by giving the real instruction
8. Learning how to comment on and evaluate the peers demonstration of the teaching theory

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