

# EFFECTS OF SECOND LANGUAGE PRONUNCIATION TEACHING REVISITED: A PROPOSED MEASUREMENT FRAMEWORK AND META-ANALYSIS

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## JOURNAL

Language Learning

## YEAR

2019

## KEY TERMS

### Pronunciation Instruction

*Provision of explicit metalinguistic information about articulatory (how to produce) and/or auditory (how to perceive) aspects of new L2 segmental and suprasegmental features*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What to consider in pronunciation instruction?

## WHAT EVIDENCE IS SUMMARISED?

Findings from

**77** studies of L2 pronunciation teaching

published between

**1982** and **2017**

## WHAT DOES IT FIND?

- Teaching pronunciation can be evaluated from three perspectives: 1) global versus specific constructs, 2) subjective versus objective measures, 3) controlled versus spontaneous knowledge
- Teaching pronunciation can have different effects on pronunciation proficiency depending on how it is evaluated
- Teaching pronunciation at the controlled level is more beneficial as learners are provided with explicit phonetic information

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teaching pronunciation can be more useful when the focus is clear - whether it is on the comprehensibility of the language (i.e., global construct), or accurate pronunciation of specific vowels or consonants (i.e., specific construct)
- It is recommended that learners' pronunciation be evaluated based on either listeners' judgments, or software analysis
- Conversational and meaning-oriented activities can help learners practice transferring what they have learned to other contexts

