A window into the classroom: how teachers integrate pronunciation instruction

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This project analyzes how teachers integrate pronunciation instruction using a corpus of 110 hours of recorded instruction. Teachers of six intact classes were recorded during a 7-week oral communication course. Four implemented a focus on pronunciation that was integrated into the syllabus in one of two ways: form-focused (only) instruction (‘explicit’), or form-focused and communicative at the same time (‘communicative’). The other two did not have a specific focus on pronunciation (‘NSP’) and serve as the baseline. Our goal was to establish how much more time was spent on pronunciation when integrated compared to the NSP baseline, and document how teachers implement various pedagogical choices while doing so.

Findings show that in the NSP groups, pronunciation instruction happened for a very short time. In comparison, the proportion of time with a pronunciation focus was 10 times greater in the integrated groups. Furthermore, a large portion of the integrated instruction was pre-planned, unlike in the NSP groups. This dataset shows that integrating pronunciation into existing syllabi is possible and does not happen at the expense of the other course goals. We outline an integration model to help guide instructors towards implementing integrated pronunciation instruction even in courses without explicit pronunciation goals.