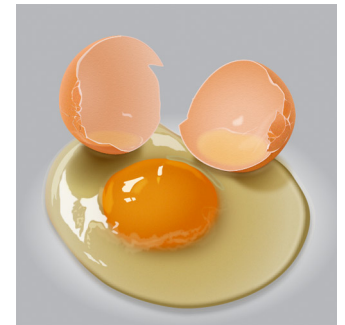


Rediscovering the Sound of Language in Language Education

Anna Maria C. Hata

The University of Tokyo



1. Background

- Pronunciation teaching
- Methodology

→ **MARIA Method**

(Mimic And Repeat, Instruct And mimic.....)

- ✓ Correctness
- ✓ Instructions
- ✓ Practice

FAQ

- ‘Correct’ English?
- Native-like pronunciation?
- Which English?
- Global language
- Identity?

1.2. Purpose of this presentation

The SOUND of language

A new perspective

- Current trend of pronunciation teaching
- “Sound” of language in language education
- Problems and solutions

2. 1. The sound of language

Tone, pitch, rhythm, volume, meter, intensity, pace, mood, voice, texture, structure, quality, softness, hardness, thinness, temperature, sweetness, sonority, punctuation and more and more...

Thomas: “I love you.”

Meredith: “No.”

Thomas: “Will you marry me?”

Meredith: “Yes!”

2.2 Inner Sound

- ❖ Phonological activation
(Ehrich, 2006; Abramson & Goldinger, 1997; Beggs & Howarth, 1985; McCutchen & Perfetti, 1982).
- ❖ Phonological loop
(Baddeley, 1986)
- ❖ Subvocal rehearsal
(Craik and Watkins, 1973)
- ❖ Speech coding / Subvocalization
(Daneman & Newson, 1992)

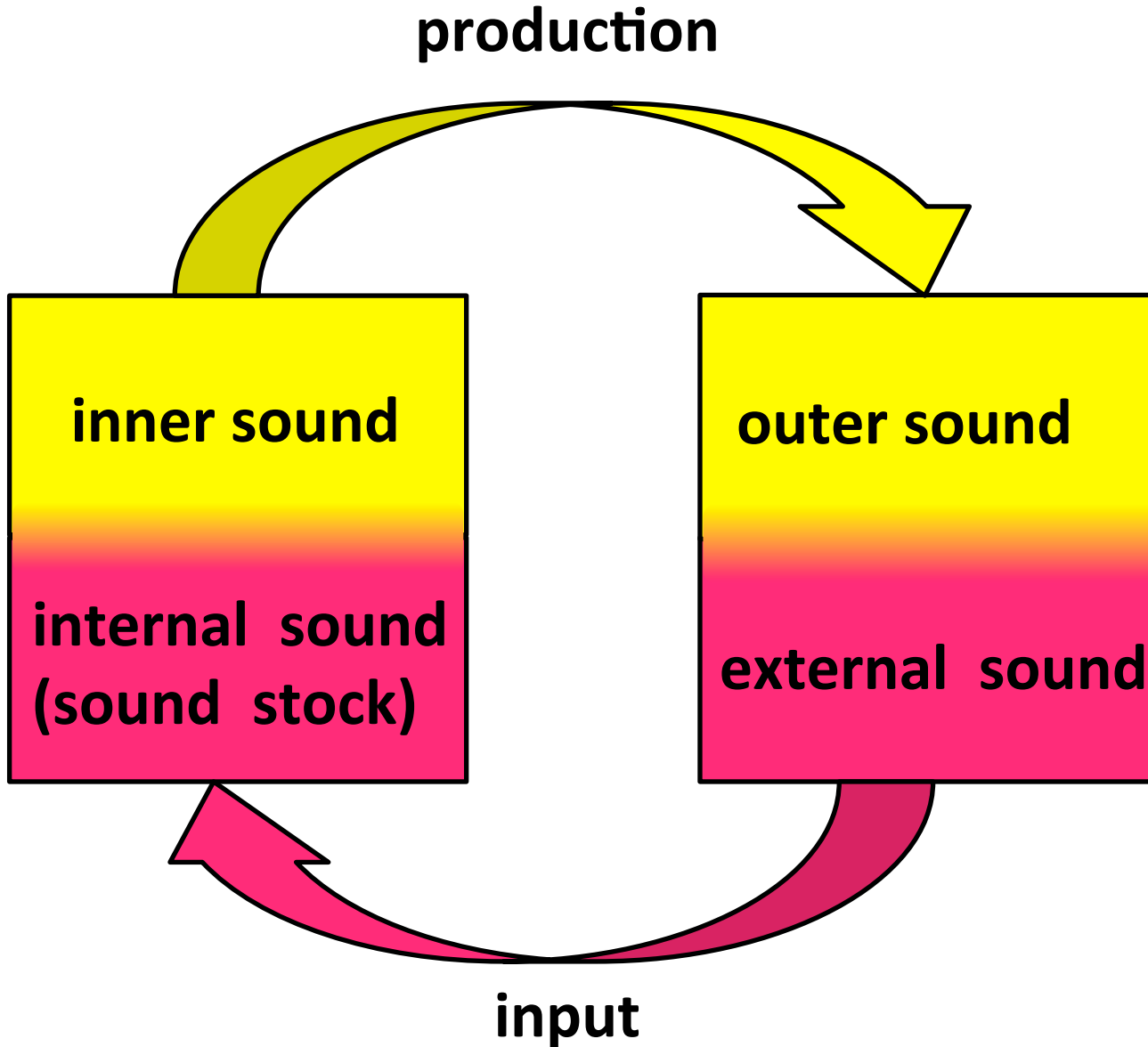
Ehrich(2006)

“[...] adults will ‘hear’ the phonological components inside.”

Sokolov (1972)

Albarracin et. al. (2015)

L1



3.1. Current situation (Pronunciation)

- Communicative Approach
(Celce-Murcia, et.al.,2010)
- Pair-practice / (more) meaningful and interactive
(Grant, 2014)
- Suprasegmental features
(Celce-Murcia, et.al.,2010)

Effective

Practical

Communication

- Intelligibility and comprehensibility
(Derwin & Munro, 2011)
- More realistic and achievable goal setting
(Grant, 2014)
- Smooth communication → Lingua Franca/
World Englishes
(Jenkins, 2002)
- Utilitarian demands
(Cook, 2000)
- TOEIC and TOEFL, etc.

“Communication”

- Fun oral interactions
- Grope work
- TOEIC
- TOEFL
- (2020 Summer Olympics)

3.2. Summary (Pronunciation)

A practical tool for:

- learners' communication
- group activities
- gaining communicative skills
- achieving utilitarian goals

Target pronunciation:

learners' intelligibility

4. Problems

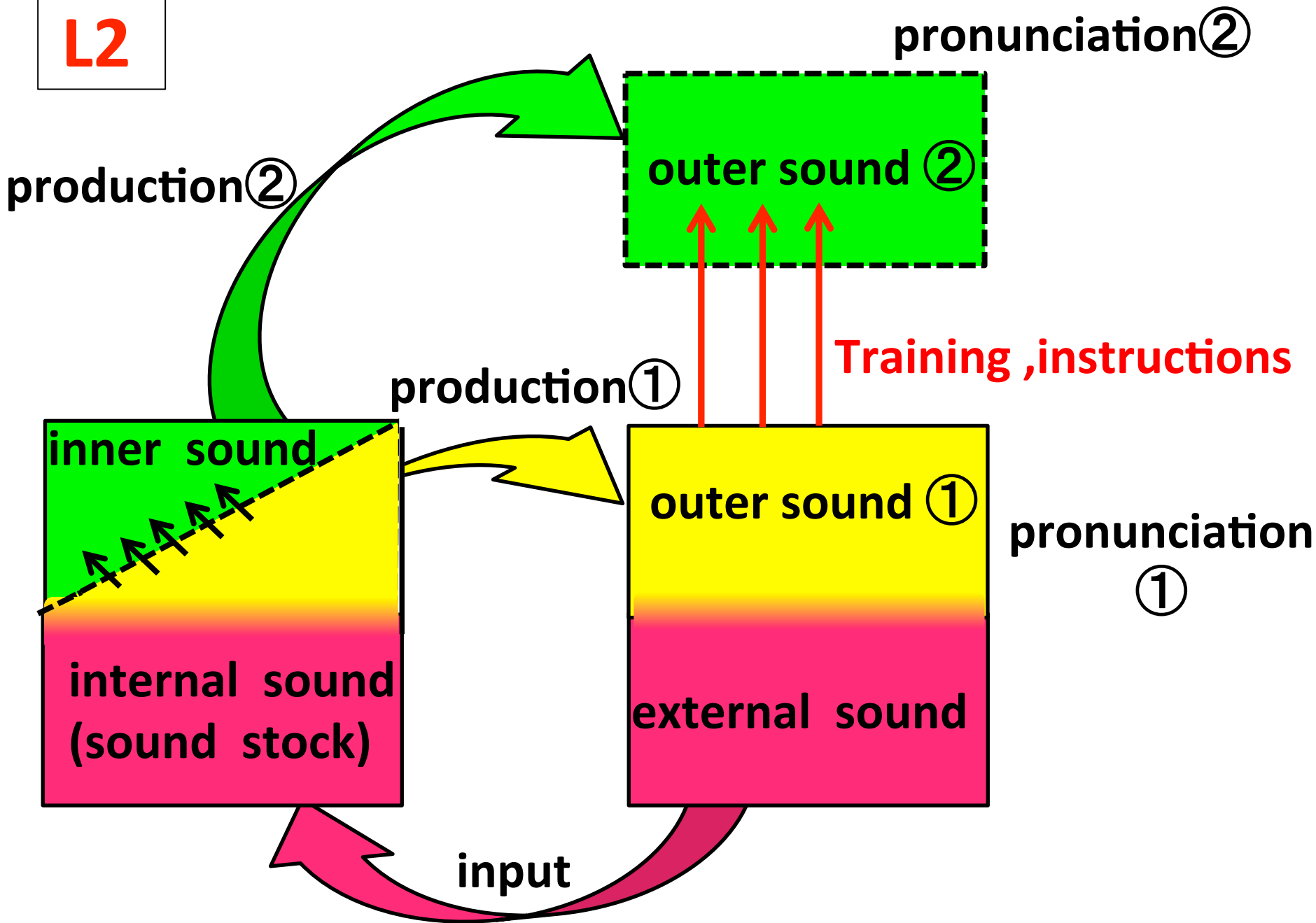
(1) Lack of input

(2) Lack of internal sound

(3) Lack of inner sound

(4) Too much emphasis on production

L2

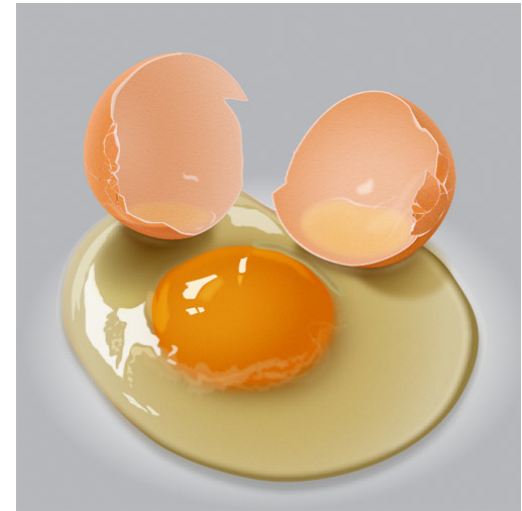


5. Negative effects

(1) Communication

crack / crap

joke / yolk



(2) Skills

✓ Speaking

✓ Listening

× Reading (?) → ✓

× Writing (?) → ✓

6. Language Education

- Nursery rhymes
- Song lyrics
- Jokes
- Puns : Why is camping intense?
 - **Pronunciation practice**
 - **Inner sound training**
- Poetry

Appreciating play on words and sound in puns, jokes and poetry would play an important role in language learning and acquisition

(Cook, 2000; Widdowson, 1992; and Hall, 2005).

6. Language Education

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- Song lyrics
- Jokes
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Appreciating play on words and sound in puns, jokes and poetry would play an important role in language learning and acquisition

(Cook, 2000; Widdowson, 1992; and Hall, 2005).

7. Conclusion

- Sound : not just production
- Foreign language teaching → Intelligibility (?)
- Activate learners inner sound
- Pronunciation teaching
- Language education →
 - ✧ teacher's role
 - ✧ goal setting

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Thank you.

annamaria.hata726@gmail.com