A Literature Review on Strategies for Teaching Pronunciation

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Abstract

English pronunciation is still neglected in EFL/ESL classrooms throughout the world including Asia today. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom. The purpose of this study is to review articles on strategies for teaching pronunciation from different sources, so public school teachers and ESOL instructors at higher education institution can make use of the strategies reviewed here. In this article, I will first state the problem of the study and a theoretical framework into which the problem fits. Then, I will review articles from different sources on what contents should be included in a pronunciation instruction class and specific strategies or techniques on how to teach these components including intonation, stress (word stress and sentence stress) and rhythm, consonants (phonemes) and vowels (phonemes). Interpretation of the results and a conclusion are provided at the end of the article.

Keywords: English pronunciation, teaching strategies, EFL, ESL

Introduction

Although Morley (1991) insisted that it is necessary to teach English pronunciation in the ESL or EFL classroom, nevertheless, this important area is still neglected or ignored at many universities and colleges around the world. In China, an English phonetics course is simply left to chance or given no place at all in English teaching and learning (Cheng, 1998). A pronunciation course is still only an elective in the universities or colleges. According to Lin, Fan and Chen (1995) some teachers in Taiwan might argue that English pronunciation is not important at all, for very few tests would require students to show abilities related to pronunciation or speaking. In the U.S., many students and teachers believe that spending time on

pronunciation is useless because it would be difficult, if not impossible for students to hear differences, for instance, between ship and sheep (Wong, 1993). English pronunciation is simply ignored in the curriculum of some universities in Thailand (Wei and Zhou, 2002; see also Syananondh, 1983). In Mexico, pronunciation was described as "the Cinderella of language teaching"; that means an often low level of emphasis was placed on this very important language skill (Dalton, 2002).

Pronunciation has no position in my university's curriculum. That doesn't mean pronunciation is not important. The fact is that the curriculum designers have not noticed its importance. As we know, pronunciation is an integrated and integral part of language learning. It consists of elements much wider than sounds of consonants and vowels. It includes the elements of rhythm and intonation, which support the communicative process. That is to say, anyone who wants to gain communicative competence has to study pronunciation.

Wong (1987) pointed out that even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively. Wong (1993) argues that the importance of pronunciation is even more distinct when the connection between pronunciation and listening comprehension is considered. As listeners expect spoken English to follow certain patterns of rhythm and intonation, speakers need to employ these patterns to communicate effectively. If the rhythm and intonation are different, listeners simply can't get the meaning. Similarly, listeners need to know how speech is organized and what patterns of intonation mean in order to interpret speech accurately. Thus, learning about pronunciation develops learners' abilities to comprehend spoken English. Furthermore, Wong demonstrated that a lack of knowledge of pronunciation could even affect students' reading and spelling.

Varonis and Gass (1982) examined the factors affecting listening comprehension in native speakers of English exposed to foreign or second language (L2) accents. They concluded that grammar and pronunciation interact to influence overall intelligibility. Thus, native English speakers often judge non-native English speakers as being unintelligible if the latter's

pronunciation is not up to par.

Syananondh (1983) investigated the ability of Thai-speaking graduate students to understand spoken English upon their arrival in the United States. He found that the different English pronunciation taught in Thailand, inadequate English vocabulary, and lack of English conversation training were perceived by the students as the major causes of their difficulty in English listening comprehension.

We have seen from this short introduction that pronunciation is very important and that students should pay close attention to pronunciation as early as possible. Otherwise, the result will be that "advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate"(Baker, 1992)

The Problem

As mentioned above, pronunciation is very important in a language curriculum, and students and teachers should pay close attention to pronunciation. "Pronunciation should be taught in all second language classes through a variety of activities"(Scarcella & Oxford, 1994). The question is not whether pronunciation should be taught, but instead what should be taught in a pronunciation class and how it should be taught (Morley, 1991).

The current problem, then, is that most language teachers do not have useful strategies for teaching pronunciation, and they do not know what strategies are appropriate when they meet a specific problem.

Another part of the problem is that teachers are embarrassed because of this lack of instruction strategies. "We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, 'it sounds like this: uuuh'"(Dalton, 2002).

If language teachers spend some time learning and practicing strategies for teaching pronunciation, they will not have the embarrassment anymore and students' pronunciation will

be effectively improved. One purpose of this paper is to present a variety of useful instruction strategies that will help solve the problem. First, however, it is important to offer a theoretical framework into which the problem fits.

Theoretical Framework into which the Problem Fits

Morley (1991) identified 7 significant changes in theoretical paradigms—in learning models, linguistic models, and instructional models—inform much of the state-of-the-art work in the field today:

Change 1. From a language learning perspective of "outside in", to one of "inside out"; that is, a new concept of language acquisition that views the learner as the active prime mover in the learning process.

Change 2. Following from this altered conceptualization of the learning process, a movement from a focus on the group, to an increasing focus on individual learner differences and individual learning styles and strategies (Naiman, Frohlich & Todesco, 1978; O'Malley & Chamot, 1989; Oxford, 1990; Rubin, 1975; Stern, 1983).

Change 3. From a focus on language as simply a formal system, to a focus on language as both a formal system and a functional system, one that exists to satisfy the communicative needs of its users.

Change 4. From linguistic preoccupation with sentence-level grammar to a widening interest in semantics, pragmatics, discourse, and speech act theory.

Change 5. From an instructional focus on linguistic form and correct usage to one on function and communicatively appropriate use.

Change 6. From an orientation of linguistic competence to one of communicative competence.

Change 7. From a global-competence concept to a set of detailed competency specifications and the introduction of an especially useful model that brings together a number of viewpoints in one linguistically oriented and pedagogically useful frame work: (a)

grammatical competence, (b) sociolinguistic competence, (c) discourse competence, and (d) strategic competence.

These developments have led to a wide variety of changes in virtually all aspects of ESL/EFL, including the area of pronunciation teaching. For example, pronunciation could no longer be taught merely as a set of rules but instead as part of an overall system of communication.

Derwing, Munro and Wiebe (1997) conducted a study that thirteen adult students of English as a Second Language (ESL) enrolled in a speaking improvement program read aloud a list of true and false sentences at the beginning (Time 1) and end (Time 2) of their twelve-week course. Their recorded utterances were used in a listening task in which 37 native speakers transcribed the utterances as a measure of intelligibility. The listeners were also asked to judge utterances from Time 1 and Time 2 for degree of general comprehensibility and accent. An analysis of the transcriptions indicated that the utterances recorded at Time 2 were more intelligible than those produced at Time 1. However, only the true sentences were rated as significantly less accented and more comprehensible at Time 2 than at Time 1.

There are a number of limitations here, including the fact that the listening tasks were carried out on isolated sentences. Another limitation here was that only one method of instruction was employed.

Just after this study, Derwing and Munro (1997) had the second study on the same topic. This study was designed to extend previous research on the relationships among intelligibility, perceived comprehensibility, and accentedness. Accent and comprehensibility ratings and transcriptions of accented speech from Cantonese, Japanese, Polish, and Spanish intermediate ESL students were obtained from 26 native English listeners. The listeners were also asked to identify the first language backgrounds of the same takers and to provide information on their familiarity with the four accents used in this study. When the results of this study were compared with the Munro and Derwing's study of learners of high proficiency, speaker proficiency level did not appear to affect the quasi-independent relationships among intelligibility, perceived

comprehensibility, and accentedness.

There are a number of limitations that should be addressed. First, the utterances used here were relatively short, and in the experimental setting listeners had far more time to process them than is ordinarily available in natural discourse situations. Second, there may have been a cumulative effect that is not reflected in individual measures of pronunciation.

Syananondh (1983) investigated the ability of Thai-speaking graduate students to understand spoken English upon arrival in the United States, and the progress they made over a period of five years. It also sought to determine students' self-perceived causes of difficulties in English listening comprehension, and how they attempted to improve their English listening comprehension skills. The major findings are (a) students had considerable difficulty in understanding spoken English in different communicative situations when they first came to the United States; On average, they could understand half of what was said to or around them by native speakers of American English; (b) different English pronunciation taught in Thailand, inadequate English vocabulary, and lack of English conversation training were perceived by the students as the major causes of their difficulty in English listening comprehension; (c) methods widely used by most students for improving their English listening skills were watching television, talking with American people, and listening to lectures.

Macdonald, Yule and Powers (1994) compared the pronunciation of targeted vocabulary items in spontaneous speech by 23 adult Chinese L1 learners of L2 English grouped into four different conditions reflecting current pedagogical practices: (a) traditional drilling activities, (b) self-study with tape recordings, (c) interactive activities, and (d) a no-intervention control condition. One hundred and twenty native-speaking listeners judged whether there was improvement or deterioration in pronunciation before and at two separate times subsequent to each of the four conditions. Because none of the results appeared to overwhelmingly favor one teaching technique, the researchers included a discussion of the range of patterns of change brought about by the four input types.

Although undertaken with a concern for experimental detail, some constrains on the study

mean that the results should be treated with caution. The researchers restricted their   participant group to only Chinese L1 speakers. Hence, the findings may not extend to English L2 learners from other L1 backgrounds.

Duncan (1983) studied the pronunciation problems of language-minority children: 578 first, third, and fifth-graders from seven ethnolinguistic groups (urban and rural Mexican-Americans, Puerto Ricans, Cuban-Americans, Franco-Americans, Native Americans, and Chinese-Americans) from low to low-middle income communities in California, Texas, Florida, New York, Louisiana, and New Mexico and 128 Anglo children from similar income groups. Results showed a significant positive relationship between phoneme production and reading achievement for some groups of third and fifth-graders, as well as for Anglo first-graders.

The studies related to pronunciation are comparatively limited. But just from this limited research, we can see that pronunciation instruction with different strategies does improve students' pronunciation to some degree. With more and more strategies and techniques developed, teachers should be more comfortable in selecting appropriate strategies and techniques to apply in their classrooms.

The Literature Review

A. Researchers' views on Contents of Pronunciation Instruction

The older pronunciation textbooks usually focused on sound discrimination. This is one of the myths held by many teachers and students. Actually, a pronunciation class should include much more than sound contrasts in words, pronunciation of consonants and vowels. The component of a pronunciation course should consist of several important parts:

I. <u>Intonation</u>: The pitch of the voice with which a voiced sound is pronounced is called its intonation. In Random House Unabridged English Dictionary, intonation is defined as "the pattern or melody of pitch changes in connected speech, esp. the pitch pattern of a sentence". According to Scarcella and Oxford (1994) and Wong (1993), it conveys and performs grammatical functions in sentences. Brazil, Coulthard & Johns (1980) pointed out that intonation in English might also convey a speaker's involvement in a conversation as well as a desire to

take a turn of talk or leave a conversation. Firth (1992) suggested that teachers should check the following questions: Are the students using appropriate intonation patterns? Are yes/no questions signaled through the use of rising intonation? Is falling intonation used with wh-questions? Are the students changing pitch at the major stressed word in the sentence?

II. Stress and rhythm: Scarcella and Oxford (1994) had a very good description about the relationship between stress and rhythm: "Stress contributes to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That is why English is often called a stress-timed language." Firth (1992) suggested the following questions to cover: Can the students use loudness and length to differentiate between stressed and unstressed syllables? Can the students use dictionaries to check stress patterns? Are the students incorrectly stressing every word of a sentence equally? Are they able to produce appropriate strong and weak stresses? Are content words stressed and function words unstressed? Are the students placing major sentence stress on the appropriate words? Are the students linking words appropriately within sentences?

III. Consonants: Scarcella and Oxford (1994) explained, "Consonants are, or contain, noises that are pronounced with a blockage of some sort of the air passage. Firth (1992) suggested the following questions: Are the students substituting a different consonant for the appropriate one? Are the students omitting consonants? Is the consonant being articulated properly? Is the consonant properly articulated in clusters? Are consonants being omitted from clusters? Are vowels being inserted to break up clusters? Is the consonant being linked properly in connected speech? Are alternations typical of relaxed speech being made?

IV. Vowels: Scarcella and Oxford (1994) pointed out "Vowels are characterized by a free passage of air." Firth (1992) suggested the following questions: Are the students substituting one vowel sound for another? Are the students articulating vowel sounds properly? Does the vowel have the appropriate length? Are stressed vowels longer than unstressed ones? Are vowels

reduced in unstressed syllables? Are vowels being properly linked to other vowels across word boundaries?

So in a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking). These are the basic contents of a pronunciation class. You may cover more of course.

B. Researchers' Perceptions on Pronunciation Teaching Strategies

Scarcella and Oxford (1994) made an excellent comparison of research-based approach and traditional approach for pronunciation instruction:

Research-based approach	Traditional approach
The goal is to gain sufficient pronunciation skills so that the quality of pronunciation will not inhibit communication.	The goal of instruction is to acquire nativelike pronunciation.
Instead of putting the emphasis on sounds, teachers concentrate on stress and intonation.	The primary emphasis is teaching sounds.
The emphasis of instruction is on teaching pronunciation communicatively.	Sound segments are taught non-communicatively through drills of isolated words.
The teacher provides students with phonetic descriptions only when they are helpful to students in tutorials.	Phonetic descriptions are a primary component of traditional pronunciation classes.
The student's motivation is seen as central to successful language instruction. The student plays a primary role in improving pronunciation. Self-monitoring skills and awareness strategies are taught.	Students do not take responsibility for improving their own pronunciation.

Affect is critical in pronunciation instruction. Students learn specific relaxation activities to lower anxieties and resistance to improving pronunciation.	Affect is not viewed as important in instructional activities.

The followings are the techniques that are used in the research-based approach for pronunciation instruction. I would like to put them in a table format for illustration purposes.

Techniques used for pronunciation instruction in Scarcella and Oxford (1994)

Techniques	Contents
Self-monitoring	Students can learn to self monitor their pronunciation to improve their intelligibility.
Tutorial Sessions and Self-Study	These begin with a diagnostic analysis of each student's spoken English and an individualized program is designed for each student.
Modeling and Individual Correction	Report the results of analyses of student speech sample individually.
Communication Activities	Design activities for the students to practice specific sounds.
Written Versions of Oral Presentations	In the more advanced levels, students can be given strategies for analyzing the written versions of their oral presentations.
Computer-Assisted Language Learning	Teachers can use visual displays of speech patterns to teach intonation, stress, and sounds to individuals and small groups of students
Explanations	Explanations of how to produce sounds or use pronunciation patterns appropriately should be kept to a minimum though directions about what to do with the vocal organs can help

	some students in some circumstances.
Utilization of Known Sounds	Comparisons with the students' first language may help some students to produce a second language pattern.
Incorporation of Novel Elements	Using novel elements with the use of directions.
Communication Strategies	Students can be taught some useful communication strategies which will help them give the impression that their pronunciation is better than it really is. The communication strategies are retrieval strategies, rehearsal strategies, cover strategies, and "communication" strategies. (Oxford 2000)
Affective Strategies	A number of excellent affective strategies can be taught to help learners lower their anxieties and gain confidence.

Let's see the strategies to teach different components of pronunciation by different researchers. I review the techniques according to the orders of contents of pronunciation instruction.

I.   Intonation:

Intonation is a significant feature in English. The purpose of intonation, according to Gilbert (1994), is "helping the listener to follow." Lin, Fan and Chen (1995) showed that many L2 students when listening to English pay more attention to sounds, vocabulary and grammar. They paid very little attention to pitch changes. Therefore, when it comes to speaking, it is no surprise to find that many students' English sounds monotonous. Lin, Fan and Chen (1995) suggested some strategies including drawing pitch lines/curves or arrows and using musical scores.

1). The most commonly used strategy is to draw pitch lines/curves. Besides drawing the pitch lines/curves, they suggested that the teacher blacken the last stress syllable and put a dot over it. In doing so, students can be expected to produce the appropriate intonation with the correct word stress.

Lisa: How was your trip?   (rising/Falling intonation)

2) Arrows. Another simple strategy to teach intonation is to draw arrows over the place where pitch changes. For example,

↗   ↘

A: Can we rent it or buy it?   (Combination of intonation)

↗   ↗   ↘
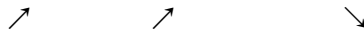
B: Our class meets Monday, Wednesday, and Friday.

3) Musical scores. The other effective visual effect is musical scores. For example,

Lisa: Is that Estelle with them?   (Rising Intonation)

	4	
High	3	telle with them
Medium	2	Is that Es
Low	1	

II. Stress and rhythm

According to Lin, Fan and Chen (1995), this topic can be divided into several levels.

II-1. Word stress

1) Visual effects. Emphasize the stressed syllable by using visual effects: thicken, capitalize, underline, or color the stressed syllable. For example,

to**day**   today   today   to<u>day</u>

2) Rubber bands. Pull a wide rubber band between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other syllables.

3) Tapping, clapping, or playing simple rhythm instruments. Give a strong beat to the stressed syllable and weak beats to the others by clapping, tapping on the desk. It helps students to be aware that unstressed syllables have weak beats and so their vowels need to be reduced.

II-2. Sentence stress

1) Finding content words. First introduce the basic emphasis pattern of English to students to let them know that content words are usually emphasized. Then, have students circle or underline content words in a sentence and give these words extra emphasis when saying the sentence. For example:

He <u>wants</u> to be an <u>actor,</u> and he <u>wants</u> to <u>live</u> in <u>Hollywood</u>.

2) Rhymes. Apply the rhythm of nursery rhymes to the rhythm of ordinary sentences.

HICKory DICKory DOCK   The MOUSE ran UP the CLOCK

Do it according to plan   I'd like to cash a check.

Give me a burger with cheese.   He'd rather take the bus.

II-3. Linking

One of the essential characteristics of spoken English is that the words in a thought group are linked together (Gilbert, 1993). Mortimer (1997) also talked about the importance of linking: to pronounce English fluently, it is necessary to link words together as a native speaker of English normally does. There are some techniques to apply in teaching linking.

1) Chain pictures. Use chains to give a visual image of spoken English. For example,
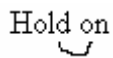
Thank you

Pick it up

Cup of   tea

2) Curved lines. Use the curved line between the last and first letters to indicate they need to be linked together. For example,

Hold on

III.   Consonants. There are several strategies to teach consonants, according to Lin, Fan and Chen (1995).

1) Song lyrics. Teachers can ask students to read some popular song lyrics aloud to practice

final consonants.

Silent night, holy night, all is calm, all is bright

Round young virgin, mother and child

Holy infant, so tender and mild.

Sleep in heavenly peace, sleep in heavenly peace……

2) Numbers. Numbers are another choice for practicing consonants. For example,

301-40<u>5</u>-<u>56</u>1<u>6</u>

IV. Vowels. The strategies to teach vowels are as follows, according to Lin, Fan and Chen (1995).

1) Rubber bands

Use a rubber band in /i:/, students have to pull both sides to the end, but for the/I/, students just need to pull both sides a little bit.

2) Mirrors. Except rubber bands, a mirror is another good tool for students to see the shape of the lips.

Cheng (1998) recommended the following strategies to teach pronunciation:

1) Providing meaningful materials: Teachers choose several articles of various styles from the student textbooks to use as models for practicing linking, rhythm, stress or intonation. Students feel that the pronunciation class is relevant to their regular course work. Thus, they become active participants in their pair or group work.

2) Using songs, games and tongue twisters: Using songs, games, and tongue twisters can increase student motivation in a pronunciation class: motivation is a highly significant factor in pronunciation.

3) Assessing students' progress: Assessing progress is a crucial factor in maintaining students motivation.

Noll & Collins (2002) showed strategies for several types of pronunciation error correction.

Finger correction

1) Elicit the sounds/syllables/words/phrases/sentences from the students. Load one item per finger

2) While indicating the problem finger, try some of these approaches:

    a. Mime or mouth the correction

    b. Write the phonemic/diacritic/custom symbol on the board

    c. Mouth the ending

    d. Add a sound by inserting it between your fingers or by adding a finger.

    e. Bend a finger to remove a sound

    f. Get rid of an ending by giving it to the student to "hold"

    g. Hit the finger to indicate stress. Group fingers to indicate contractions, linking, etc.

    h. Make a "short" or "Sh!" gesture to indicate a reduction

3) If the students can't figure out the error, invite peer correction/correct the mistake.

4) Once the mistake has been corrected, ask the student to say the whole utterance in one smooth flow.

Using Mime and Gesture

Show students the target pronunciation (whenever possible). Call upon students to reproduce what is in them.

1) Mime /i/

2) Ask Students to guess the sound. Ask them how they knew.

3) Mime /ai/

4) Ask, "How many sounds?"

After reviewing all the related research literature I could find, the choices of strategies that teachers have to teach pronunciation are a lot. They may pick up any of these strategies for their use.

I have reviewed all the related literature and I would like to put them in an easier way.

Scarcella and Oxford (1994) collected 11 techniques for teaching pronunciation. They are as follows: self-monitoring, tutorial sessions and self-study, Modeling and individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, utilization of known sounds, incorporation of novel elements, communication strategies and affective strategies. Lin, Fan and Chen (1995) showed their strategies to teach pronunciation in four parts: intonation, stress and rhythm, consonants and vowels. Cheng (1998) recommended the following strategies to teach pronunciation. They are providing meaningful materials, using songs, games and tongue twisters and assessing students' progress. Noll & Collins (2002) showed their strategies in pronunciation error correction as finger correction strategies, and using mime and gesture strategies.

Discussion and Interpretation of results

In the above review, I set two subtitles: one is content of pronunciation instruction and the other one is pronunciation-teaching strategies. For the first part, I discussed that the contents of pronunciation instruction should be on intonation, stress and rhythm, consonants and vowels. There may be some other variations, but mainly these are the contents that should be covered. For the second part, I discussed pronunciation teaching strategies.

Teachers are encouraged to use strategies on teaching pronunciation in their instruction. The strategies that provided a broad view on pronunciation teaching were in Scarcella and Oxford (1994)'s work. They contrasted the traditional approach and research-based approach in pronunciation teaching and provided a general view of all possible strategies in pronunciation teaching. Except that, Scarcella and Oxford also collected some techniques for teaching pronunciation from their own experiences.

Lin, Fan and Chen (1995) reviewed many researchers' work and developed some techniques to share with teachers in the TESOL field. Their techniques were developed through observing Chinese students in Taiwan, but they can be applied to students of other languages, too.

Cheng (1998) successfully applied some strategies in his pronunciation teaching in mainland, China. He found they were effective and students claimed their pronunciation was improved

through a period of time. His strategies only covered individual sounds.

Noll Collins (2002) shared their strategies in a WATESOL conference. Their strategies focused more on individual sounds and on self-correction. They did contrast the strategies of correction using both traditional and their more contemporary methods . But their strategies were not as broad as Lin, Fan and Chen (1995). The latter one covers much wider components of pronunciation.

The reviewing of this related literature in strategies for teaching pronunciation is to provide teachers with more choices of strategies to teach pronunciation. However, we have to remember that more choices of strategies do not mean the classroom is not student-centered. As Oxford (1990, 1996) pointed out that our classroom should always be student-centered and one of the reasons to develop learning strategies is to increase students' learning autonomy or self-regulation. While teachers are increasing their choices of strategies, they should never forget to integrate strategy instruction into pronunciation instruction. To teach students explicitly about language learning strategies can increase students' awareness of strategy use and at the same time improve their learning.

Conclusions

The teaching of pronunciation has fallen far behind that of the four basic skills in English. Morley (1991) pointed out that in 1940s, 1950s, and into the 1960s pronunciation was viewed as an important component of English language teaching curricula in audio-lingual methodology. In fact, in time, along with correct grammar, accuracy of pronunciation was a high-priority goal in language learning. That was the golden time for pronunciation teaching. But beginning in the late 1960s and continuing through the 1970s and into the 1980s and in quite sharp contrast to the previous period, a lot of questions were raised about pronunciation in the ESL curriculum. There were questions about whether pronunciation could be taught directly at all and whether pronunciation could be learned under direct instruction. Throughout the 1970s, there were some indications of changes. Quite many researchers began to raise issues and suggested expansions and changes of emphasis in classroom practices. That set a foundation for the slight changes

beginning in the mid 1980s and continuing into the 1990s. It seemed there was a growing interest in revisiting the pronunciation component of the ESL curriculum for adults. It is optimistic that pronunciation will be more and more important in language learning in the future.

Though it is optimistic in the future, we still have some problems at the present time. After reviewing related literature in the past 25 years, Morley (1991) concluded the problems are as follows:

1. A need to equip ESL teachers with very specific kind of background in applied English phonetics and phonology, one that gives detailed attention to suprasegmentals and voice-quality features and their forms and their functions in interactive discourse and one that stresses application in communicative approaches to pronunciation teaching.

2. A continuing need for development of pronunciation/speech activities, tasks, materials methodologies and techniques.

3. The need for more definitive evaluation measures and methods

4. A need for controlled studies of changes in learner pronunciation patterns as the result of specific instructional procedures.

5. A continuing need for research into aspects of second language phonology.

The one, which is the most pertinent to pronunciation teaching strategies, is No.2: a need to develop more techniques in teaching pronunciation. With more techniques in hand, teachers will feel much more comfortable in teaching pronunciation. This literature is an attempt at synthesizing techniques for teaching pronunciation in different articles.

I used to teach Oral English Practice for more than 6 years. One of the contents for my class was to teach pronunciation. I always felt I didn't have enough strategies or techniques to choose in teaching pronunciation. After spending a lot of time in gathering materials in this area, I collected some articles (though it is still a small number comparing with four skills of language). Through this article, I have put all the strategies and techniques together. I feel I have much more choices than I did   before I started this project. While the article is increasing my choices of

strategies that I can use, I hope it is also helpful for other teachers in teaching pronunciation.

Limitations of This Literature Review

There are several limitations for this literature review.

1. There is comparatively limited research literature on teaching pronunciation or strategies on teaching pronunciation, so what I could include here are comparatively limited, too.

2. Many researchers have focused on just one or two aspects of pronunciation instruction. It would be helpful if researchers would intentionally look at multiple aspects of pronunciation instruction in a single study or in a series of coordinal studies. Only Derwing, Munro & Wiebe (1997) and Derwing and Munro (1997) seem to have presented coordinated, non-isolated studies such as I am recommending.

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