

## How should we counter challenges in teaching pronunciation for EIL?

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### Abstract

English as an international language (EIL) deals with the use of English in wider communication, both global and local contexts. In an EIL context, people with different mother tongue (L1) use English to share ideas and culture. That is why intelligible English which should be no longer norm-bound is needed. Teaching pronunciation for EIL, especially should provide a variety of English accents. English teachers should be flexible to the modification needed and fully informed of what, why, and how to teach and assess comprehensible English. Unfortunately, teaching English pronunciation has always been challenging for non-native English speaker teachers. In this retrospective essay, I discussed the challenges of teaching English pronunciation: the differences between English and students' L1 phonological system, teachers' strong and long-standing belief about unnecessary pronunciation, teachers' excessive workload and insufficient teaching materials, and teachers' lack of confidence due to native speaker preference model. Ideas to think about and a simple lesson plan to teach English pronunciation that is suitable for EIL context are provided.

**Keywords:** *EIL context, pronunciation, segmental feature, teaching challenges,*

### INTRODUCTION

English as an international language (EIL) context targets English that is internationally intelligible. In this context, communication occurs among people from different language backgrounds. It means that the negotiation in an EIL interaction cannot be perceived as typical negotiation of fluent English users [native speaker–non-native speaker (NS-NNS) or both native speakers (NS-NS)] where one or both parties comprehend English very well. Here, 'pronunciation errors' potentially contributes to a high risk of communication failure (Jenkins 2000, p. 87). Hence, English users should be familiar with different accents and articulation due to the mutual intelligibility need.

The level of intelligibility depends on both listeners' and speakers' communication management skills. The speakers should be able to assess their pronunciation - whether it is clear enough for their interlocutors or not - adjust it, and correct their pronunciation to make comprehensible utterances. Conversely, the listeners should be able to recognize,

to interpret utterances, and to understand the meaning that is intended by their interlocutors (Jenkins, 2000). In an EIL context, people with different mother tongue (L1) use English to 'share ideas and culture' (McKay 2002, p. 12). Its usage no longer refers to the single norm, neither British nor American English. International-intelligible English is needed for having successful communication in this context. Considering that having verbal communication with different people from different countries will deal with different accents, it is important to be familiar with English accent variety. Therefore, English teachers should be able to prepare their students to face different English accents instead of focusing only on Receive Pronunciation (RP) and General American (GA) as the Standard English (SE) pronunciation. They should facilitate students creating comprehensible English to prevent them causing a communication breakdown.

Unfortunately, pronunciation has frequently been neglected in English teaching (Derwing and Munro 2005; Gilbert 2010). It happens due to the absence of pronunciation integration in the formal curricula, lack of appropriate teaching materials, teachers' lack of confidence and ability in teaching pronunciation, teachers' uncertainty of how to assess student speech, and teachers' discomfort in correcting students' pronunciation and making them feel embarrassed (MacDonald, 2002). These reasons bring challenges in teaching English pronunciation, especially for non-native English speaker teachers. They might feel away from English pronunciation due to their status as non-native speakers. In this retrospective essay, I will explore the challenges of teaching English pronunciation in English as a Foreign Language (EFL) context and use it to develop the understanding of teaching English in an EIL context.

## **DISCUSSION**

### **A. English Pronunciation as a Part of Compulsory Subject**

In this context, I focus on English as an EFL and a compulsory subject for Junior and Senior High School as well as higher education students. English has been taught to Indonesian Junior and Senior High School students with a focus on understanding and producing oral and written texts. The English learning process aims to develop students' competence both discourse and linguistics that will be assessed in a form of the national exam (Pemerintah Republik Indonesia 2013). Meanwhile, English learning in higher education intends to prepare students to be economically rewarding resources for global demand. The higher education pedagogy focuses on producing skillful and competitive graduates that are expected to increase nation competitiveness (BSNP, 2010). However, English is only offered for two credits which is insufficient to create proficient English users. Even though each university student in Indonesia has already learned English at least for 6 years, there is only a limited number of students can effectively communicate in English. It happens due to students' minimal interest in learning English, lack of learning materials resources, the ineffectiveness of the language instruction, and the constraints of teaching methods (Mattarima and Ramdan, 2011).

Regarding English pronunciation, the English syllabus for secondary education in Indonesia expects students to express their ideas smoothly, accurately, and intelligibly both in speaking and writing (Pemerintah Republik Indonesia, 2013). However, pronunciation is rarely in teachers' focus precisely because speaking and writing are only tested at the local examination or school level. In addition, teaching English in higher education usually is emphasized on reading text. This is because the short-time length limits lecturers to make innovation. Some teachers may confuse about what subject

should be taught due to the time constraint (Rokhyati, 2013). Moreover, English teachers feel under-confident to teach pronunciation simply because they are non-native speakers. Despite the time constraint and teacher's non-native speaker status, teaching English pronunciation becomes challenges for English teachers and lecturers especially when English is considered as less important – only one of the compulsory subjects that should be taken.

## **B. The Challenges of Teaching English Pronunciation**

### ***1. The differences between English and students' L1 phonological system***

According to Bertrán (1999), English is a stress-timed language that focuses more on stress, intonation, and rhythm. It is difficult for students whose L1 belongs to syllable-timed languages - such as French, Turkey, Singaporean English, Malaysian English, and Indonesian - to follow English pronunciation because of the different systems. In syllable-timed language, “all syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter” (Gilakjani and Ahmadi 2011, p. 76). Subsequently, teaching pronunciation to second language (L2) learners with syllable-timed language should facilitate students in adjusting the differences in order to be successful English speakers.

Furthermore, there are different ways of pronouncing English phonemes from students' L1 that brings difficulties for students. For instance, English vowel phonemes /ɪ/ and /i:/ are pronounced /i/ by French (Collins and Mees, 2013). Pardede (2010) depicted that unlike English consonants, the consonants in Indonesian are not differentiated to aspirated and unaspirated ones. Accordingly, while speaking in English, Indonesians tend to pronounce all consonants without any aspiration at all. In addition, I found that my students often had difficulty in distinguishing English phoneme /f/ which is voiceless and /v/ as voiced. Due to students' mother tongue (L1) interference, they usually pronounced /v/ as /f/. They also substituted phoneme /k/ with a glottal stop (?) when it stands in the final position. The lack of certain English phonemes in students' L1 also challenges pronunciation teaching. For example, Indonesian does not have phonemes /v/, /θ/, /ð/, /ʒ/, and a-final-position phoneme /z/. Hence, students usually pronounce /v/ as /f/, /θ/ and /ð/ as /t/, /d/ and /s/, /z/ in a final position as /s/, and phoneme /ʒ/ is replaced by /z/ or /s/ to name a few (Andi-Pallawa 2013). Students might find these difficulties demotivating in learning English pronunciation. In order to successfully motivate students, English teachers should help them better develop their pronunciation skills. Different teaching methods should be applied to maintain students' interest particularly if English is perceived as a less important subject.

### ***2. Teachers' strong and long-standing belief that pronunciation is not necessary***

Pronunciation has been overlooked by English teachers, syllabuses, and course books. According to Foote, Holtby, and Derwing (2011), teachers avoid giving pronunciation instruction since they believe that ‘listening-speaking, grammar, reading, and writing’ are more important than pronunciation (p. 17). In line with these scholars, most English teachers and lecturers in Indonesia tend to focus only on skills that are needed for the national examination and its practicality of two-credit subject, namely reading comprehension and grammar drilling. Listening and speaking skills are taught in a class yet it never focuses on pronunciation. Teachers may think that it can be gained unconsciously when students learn speaking skill.

Even though pronunciation is rudimentary for language production, some teachers may not have a chance to teach it. It may happen when a new teacher has to follow their seniors' teaching culture in certain school or the school emphasizes them to achieve the national examination goals. Despite the disadvantage of being a new comer teacher, those who already became senior teachers may also neglect teaching pronunciation and focus only on the reading and writing skills. English teachers may have little opportunity to insert pronunciation practice both segmental and suprasegmental features in teaching activities when they find students' mispronunciation. It can be hard to change teachers' belief when they see themselves as qualified and experienced English teacher.

### ***3. Teachers' excessive workload and insufficient teaching pronunciation materials***

Considering that pronunciation is one of the least favorite teaching activities for teachers (Gilakjani and Ahmadi, 2011), it is a common situation when teachers usually neglect teaching pronunciation particularly when they have a high workload. Excessive workload both for administration duties and teaching activities can cause stress and demotivate teachers to do their job. It becomes common reasons for teachers to resign (Barmby, 2006). Thus, teachers need to get encouragement both reasonable work hour and good incentive in order to help them reducing their stress and to motivate them doing their job.

Furthermore, finding reference pronunciation materials that suit for students' need is challenging. It is easier to get grammar or reading than pronunciation references that give teachers guidance. Many pronunciation materials only focus on segmental feature (phoneme) without incorporating suprasegmental features (syllable, word stress, phrasing, intonation, and so on) (Derwing, 2008). Even though the material provides intonation feature, it does not fit for students' need. Suprasegmental features help the speakers to make meaningful utterances about what and how they are saying (Ogden, 2009). Students therefore need to understand it. They need to know how utterances are spoken beyond consonants and vowels sounds in order to understand and to produce intelligible and comprehensible English. As a result, teachers should find appropriate materials for their students.

It is difficult for teachers to get suitable materials if the available textbooks only provide segmental features yet their workload is excessive. Let us see a case of English teachers at Senior High School in Indonesia. They have 42-hour-teaching activities and 10-hour-administration job per week. They also have family and children to concern about. English teachers should prepare teaching materials by themselves if they want to teach pronunciation due to the lack of its material in textbooks. The English textbooks provided by the ministry of education that we used only provide word list along with its phonemes. Some teachers do not have a chance to prepare suitable pronunciation materials for students; others prefer to focus on skills needed for final examination.

### ***4. Teachers' lack of confidence due to native speaker preference model***

Even though non-native English speaker teachers can be good models for L2 learners, many of them are not confident enough to teach pronunciation. Cook (1999) states that non-native English speaker teachers (non-NESTs) are 'more achievable model' for the L2 learners than native English speaker teachers (NESTs) (p. 200). It is because multicompetent language users who comprehend two or more languages are hard to achieve native-like proficiency. They have complex knowledge where their L1 and L2 language system built in their brain usually influence their target language production

(ibid). That is why non-NESTs have a similar condition to L2 learners in terms of having difficulty in achieving the native-like target. It thus will be promising for non-NESTs to share learning techniques to the students.

Unfortunately, the preferences of NESTs over non-NESTs as the pronunciation models make non-NESTs feel inferior to NESTs. Non-NESTs' are valued as less beneficial models for English pronunciation than NESTs. Their pronunciation is considered as 'non-authentic and their speech is less fluent than native speakers' though it is easier to comprehend (Walkinshaw and Oanh 2014, p. 7). In addition, non-NESTs lack of confidence occurs not only because of others' devaluation but also self-distrust on their linguistic and pedagogy competence (Jusoh et al., 2014). As a result, non-NESTs with regional varieties of English reluctantly teach pronunciation due to their lack of confidence. Moreover, some students might have NESTs in their language course outside the classroom that is perceived as better pronunciation models than their school English teachers. This paradigm can make English teachers or lecturers more mindful of their pronunciation ability. This insecure feeling might drive them to avoid teaching English pronunciation.

#### **D. Things to Consider Before Teaching Pronunciation For EIL Context**

Based on the teachers' challenges in teaching pronunciation I have discussed, English teachers should be able to understand what students' needs are, what focus they should be on, and how to deliver the materials. These factors should be considered before teaching students pronunciation.

##### ***1. Needs analysis***

Teachers should thoroughly investigate students' needs, teachers' factors, and the class situation in order to plan to teach. Need analysis helps them to set attainable learning goals and to determine how to achieve it by knowing appropriate teaching materials and approaches they need, predicting challenges they face, and finding solutions to problems encountered (Richards, 2001). The analysis should refer to what Branden (2006) calls as teachers' 'objective needs' and students' 'subjective needs' in order to find what students really need and how feasible it is. Here, students and teachers may have different views on what is needed for learning processes. Students may have ideal learning targets which are impossible for teachers to help them in achieving it and vice versa (p. 20). In addition, teachers should consider their teaching beliefs, principles, skills, experiences, styles, language proficiency, and how to assess students' outcome to be able to plan the most appropriate language learning activities (Richards, 2001). They should also pay attention to the class condition whether there are available teaching aids and conducive situations or not. It can be said that teachers should be open-minded towards different learning needs and be able to balance it.

Indonesian students do not only need to face national examination, but also deal with ASEAN Economic Community (AEC) and wider communication. It means that English becomes the only means of communication due to the differences of speakers' native language (L1) (Aring, 2015). Unfortunately, insufficient pronunciation teaching makes their pronunciation skill is slightly poor that possibly causes a communication breakdown. Additionally, those who want to study abroad may desire for RP or GA pronunciation to communicate with native speakers. However, HESA (2015) reports that 436,585 out of 2,265,780 higher education students in the UK are international students. Meanwhile, U.S. colleges and universities enroll 974,926 international students in

2014/2015 (Institute of International Education, 2015). Generally speaking, Indonesian students need intelligible English and good communicative skills in order to interact with people from different countries not only with native speakers. In terms of teaching equipment, if there is no built-in speaker in the class, teachers should prepare it by using a tape recorder or laptop with an active speaker in order to teach pronunciation. Hence, I used this understanding as a justification for my lesson plan design.

My lesson plan may not ideal for students since it depends only on my perspective that is perhaps different from their attainment targets. Even though it is hard to accommodate many students' needs in 100-minute-learning activities, it is better to follow West's (1994) suggestion to hold deductive analysis by asking what students require learning. In order to examine what students' needs, teachers can use questionnaires. It will help them to gather information from a lot of students effectively (Dörnyei and Taguchi, 2010). As a result, teachers can find possible ways of balancing needs based on students' report and teacher's observation result to design lesson plans.

### ***Designing a 100-minute-lesson plan for pronunciation in an EIL context***

As the follow-up activity of determining learning needs, designing lesson plans can help teachers managing their pedagogical practices. Even though they do not have to fully adhere to a certain checklist during a teaching process, having lesson plans will benefit them. It enables them to prepare and guide teaching, to assess whether the activities are carefully considered, and to evaluate whether modifications during learning processes and/or for future activities are needed. It is also used as a record of sequential activities, teaching methods and materials, students' distribution, and teaching objectives that can be referred to whenever teachers and school administrators need it (Sotto 2007; Jensen 2013). In line with Sotto (2007) and Jensen (2013), I designed a lesson plan that can be found in the appendix to propose an alternative solution of teachers' challenges in teaching pronunciation and give teachers ideas on how teaching pronunciation should be done in an EIL context. Therefore, I can indirectly motivate them to teach it.

Jenkins (2000) suggests that teaching pronunciation in an EIL context should focus more on Lingua Franca Core (LFC) - phonological features that are crucial for making intelligible communication. Teachers should prioritize which unintelligible pronunciation errors to practice and how to make it comprehensible instead of chasing accuracy to be native-like. In other words, it is better to focus more on segmental (phonemes both consonants and vowels) than suprasegmental features (intonation, accent, rhythm, pitch, and so on). Unfortunately, a codified norm for EIL has not been internationally agreed despite Jenkins' LFC suggestion. Even Baker and Murphy (2011) are pessimists on the possibility of codifying EIL's norm. In addition, standardized spoken language tests which are still used nowadays emphasizes on the pattern of stress and intonation (prosody). That is why the pedagogical practice of English should focus on raising students' awareness of English variety and on helping them speak comprehensibly. It is worth to consider Jenkins' (2000) suggestion by regarding its appropriateness to learning needs.

Indonesian students belong to the ASEAN Economic Community which needs them to be familiar with English without rhythmic feature and variety of segmental pronunciation. They will communicate with other non-native speakers who have different English varieties (Kirkpatrick and Sussex, 2012). In order to pursue their education, students need standardized tests which follow native speaker's norm. In addition, those who want to study abroad will not only communicate with native speakers (NSs) where

intonation and fricatives consonants matter but also with non-native speakers (NNS). That is why teachers should raise students' understanding of their pronunciation errors and provide examples of how native speakers and non-native speakers pronounce utterances. Here, students are expected to comprehend pronunciation varieties and to realize their potential interlocutors to communicate with. It is acceptable for students to mispronounce a certain word or substitute phonemes as long as it is still understandable. Subsequently, students will be able to create comprehensible utterances that facilitate them in wider communication. Based on this consideration, I planned 100-minute-teaching pronunciation of voiced and voiceless consonants to make it more comprehensible for students.

## **2. Focusing on segmental features**

Regarding that Indonesian students have bigger opportunities to communicate with other NNSs in Asia than NSs (Kirkpatrick and Sussex, 2012), I designed a lesson plan focusing on segmental features. Here, both my students and their potential interlocutors' L1 belong to syllable-timed language (ibid). It means that missing intonation and rhythm will not cause a big problem of their communication. On the contrary, the segmental features become the most problematic pronunciation for NNSs that cause unintelligibility such as '/æ, f, v, θ, ð, w, l, ɪ/' for Japanese students (Saito 2011, p. 365), '/i, ɪ, b, d, g, dʒ, p, t, k, tʃ, ʃ, z, ʃ, v, θ, ð, r, l/' for Korean students (Hong, Kim, and Chung, 2014), '/j, i, e, s, a, e/' for Spanish students (Howard, Green, and Arteagoitia, 2012), and '/b, p, t, d, k, g, tʃ, c, dʒ, f, v, θ, ð, z, ʃ, ʒ, h, l, r, w, m, n, ŋ/' for Indonesian students (Andi-Pallawa 2013, p. 106). Hence, teaching segmental features will enable them to recognize and to accommodate different English sounds spoken by NNSs.

My lesson plan focuses on teaching voiced and voiceless consonants in order to help students developing their speech intelligibility. According to Jongmans et al. (2006), speakers' inability to distinguish voiced-voiceless sounds often causes unintelligible spoken language. Therefore, it will be useful to introduce voiced-voiceless consonants to students and help them understanding how other non-native speakers produce these sounds. It will facilitate them in interpreting and comprehending the speech they heard and also adjusting the speech they produce to communicate with their interlocutors.

## **3. Applying eclectic approach**

Applying one method in a teaching activity will not be enough since it has complex needs. Even a language class with 28 students, the common number of students in Indonesian class, has various needs. Teachers should critically select appropriate teaching approaches in order to facilitate students learning. In order to maximize the effectiveness of teaching activities, it is better to utilize different approaches (eclectic) (Reid, 2001). I, therefore, apply eclectic approaches in my lesson plan in order to accommodate students' needs and make effective teaching. For example, I borrow audio-lingual method by using minimal-pairs repetition and reading aloud activities. Additionally, I use task-based approach's principal by giving students several tasks that encourage them to share information in both pairs and groups and to use language for communication.

Despite the salience of creating meaningful interactions in language learning, introducing forms in pronunciation are also needed. Moreover, the applicability of fully using communicative teaching in pronunciation pedagogy is still debatable (Levis, 2005). Here, teachers have free choices whether they focus on meaning or on forms. That is the reason why I apply audio-lingual method (focuses on the form) and task-based approach

(focuses on meaning-making). I will also be flexible in using language classroom instruction. Even though both audio-lingual and task-based methods insist teachers to use target language (TL) as classroom talk, I prefer to use both TL and L1 which depends on students' needs. If students cannot understand the instruction given in TL, it is better to give them an explanation in their L1.

***a. Using audio-lingual method to get awareness of different sounds***

The audio-lingual method offers effective way on making habit formation (Richards and Rodgers, 2001). It provides accurate models for dialogue and drill that suits for teaching pronunciation. It also allows students to practice, to memorize new words, and to contextualize TL's key structures. The audio-lingual method allows students to recognize particular pronunciation features through drilling activities (ibid). In agreement with Richards and Rodgers (2001), my lesson plan applies minimal pairs' repetition that focuses on particular sounds that problematic for students' communication. It will enable them to raise their 'recognition as well as production of word level' that can be used as basic knowledge for future oral communication (Tuan 2010, p. 540). Therefore, students can distinguish different sounds of voiced and voiceless consonants and be aware of its varieties which are spoken by different speakers.

In order to make meaningful learning, I suggest teachers to ask students to propose their minimal pair of voiced and voiceless consonants based on their experience and use it in the learning process. Students will have a sense of belonging to the class and will be motivated to follow the activities since they are not merely memorizing words from nowhere (Kelly, 2000). Moreover, applying reading aloud in pronunciation teaching will help students understanding the connection between 'spelling, pronunciation, stress, intonation, sounds and speech' (ibid:22). However, there is a possibility for students to provide a pair of words that may not in accordance with instructions given, especially for beginner levels. In order to help students to solve the problem encountered, this activity should be done in pairs or groups thus students can cooperate with their friends. Teachers also may find difficulty in finding appropriate texts for reading aloud activity. Therefore, well-trained teachers with a good teaching management are needed.

***b. Applying task-based method to promote fluency and intelligible communication***

Considering that pronunciation facilitates language users to convey their speech meaning through a certain spoken discourse, English pronunciation pedagogy should apply communicative language teaching (Seidlhofer, 2001). In addition, it should encourage students to apply their cognitive competence since students' language system in their brain influences their ability in recognizing second language (L2) speech sounds (Golestani, Molko, Dehaene, LeBihan, & Pallier, 2007). Furthermore, the aim of pedagogical practice in an EIL context is creating intelligibility where fluency precedes accuracy. Here, teaching activity should allow students to 'negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns' (Richards 2006, p.13). In other words, the learning activities should facilitate students to be active language users and problem solvers.

I borrowed task-based method's principle in my lesson plan to encourage students to perform activities by using language for communication in order to achieve a certain goal. Here, students are expected to improve their negotiation, meaning making, and problem-solving skills in order to avoid communication failure by using target language during the learning process (Branden, 2006). I planned to give students various tasks such

as arranging scrambled order texts, doing information-gap activities, working in pairs and groups to allow them to share information and solve problems given. Therefore, they will be able to practice pronouncing the words in meaningful contexts rather than only repeating a single sound.\

#### **4. *Integrating listening, pronunciation, and speaking skills***

Pronunciation is a sub-skill of listening and speaking that cannot be separated from oral communication. It offers accuracy of oral production whereas listening and speaking skills cover fluency. Students need pronunciation to manage their sounds as well as listening and speaking skills to develop their interpersonal communication (Murphy, 1991). In accordance with Murphy's (1991) notion, my lesson plan integrates listening, speaking, and pronunciation skills to support students to optimally process and produce L2 sounds for their oral communication purposes. However, it aims to promote intelligibility rather than perfect accuracy.

As a receptive skill, listening activities will help students to obtain and to process inputs. It allows students to process 'phonological, grammatical, lexical and propositional' inputs that are useful in understanding spoken language (Rost 2001, p.7). It also offers bottom-up language process by changing sound structures into meanings that will be retained as knowledge for their language production (Richards, 2001). On the other hand, speaking activities will help students to practice their pronunciation in authentic settings and meaningful ways. It allows students to manage sound pattern of the words and to use it for interactions. Here, students' abilities to monitor their articulation will help them to communicate with their interlocutors. They will also be challenged to make a comprehensible speech to succeed in oral communication (Bygate, 2001). Regarding this understanding, I integrate listening, pronunciation, and speaking skills for my lesson plan.

#### **5. *Referring to Bloom's taxonomy for sequential activities***

Anderson et al. (2001) suggest that teaching activities should have general and specific objectives to enable teachers to plan and achieve their intended result. In line with Anderson's et al. (2001) suggestion, my lesson plan provides teaching objectives that are breakdown into aim and instructional objectives. The aim states general objective while instructional objectives focus on specific content areas to describe students' behavior on a specific topic they will perform. In order to help teachers providing measurable learning activities, my lesson plan refers to Bloom's (1956) taxonomy in Anderson et al. (2001). It measures students' knowledge, comprehension, application, analysis, synthesis, and evaluation. This taxonomy helps teachers to translate what they want to achieve and to indicate explicitly what students must do in order to show their learning outcome by measuring students' cognitive, affective, and psychomotor areas (ibid).

The activities proposed in my lesson plan start from simple into complex activities to help students develop their cognitive competence. The activity begins with checking students' schemata of variety English pronunciation that will be discussed in order to lead and set them on a specific topic. It is followed by identifying a minimal pair of voiced and voiceless consonants' sounds. In order to follow up their identification skills and to give practice, repeating the sounds heard is needed. Furthermore, reading aloud by teachers or audio records allows them to have various inputs. Considering that learning pronunciation needs to be taught in communicative ways (Seidlhofer, 2001), pair and

group works will facilitate students to share information and improve their cognitive, affective, psychomotor skills by negotiating of meaning and practicing problem solving.

Applying a group game will enable students to complete complex tasks in attractive ways. A game can develop students' knowledge, problem solving, and interpersonal skills. It also can motivate students to actively participate the learning activities (Xiaoxuan and Rong, 2011). Unfortunately, the 'head-master game' that I proposed in my lesson plan will become challenging task if the class consists of many students. It is possibly done by dividing a class into two big groups and inviting two students as supervisors of the game. Meanwhile, teachers can supervise the activity from the back row. The last activity that I designed is inviting students to share their experience of learning voiced and voiceless consonants to find their difficulties and possible alternative solutions for further learning processes. They are also asked to summarize or draw a conclusion of learning activities they have done. If there is no student can conclude the learning activities appropriately, teachers may state it for students.

## CONCLUSIONS AND IMPLICATIONS

The paradigm shifts of chasing accuracy into creating intelligibility in an EIL context challenges pedagogical practitioners. It needs gradual adjustment, especially for pronunciation teaching. Teachers need to be fully informed that the learning objective is promoting intelligible English. Therefore, correcting students' mispronunciation to get perfect NS' accuracy is no longer needed. A successful pedagogy needs a good preparation. As a result, teachers should involve students to analyze their learning needs to develop effective lesson plans. They should also be flexible to the modification needed and fully informed of what, why, and how to teach and assess comprehensible English.

My rationales for designing a lesson plan for pronunciation teaching can be used to inform teachers that teaching activities should have clear objectives and indicators to assess whether it is practical and attainable or not. They may find difficulty in preparing appropriate teaching materials for EIL context especially for video and audio of non-native speakers since ready-made materials are still native speaker norm-bond. Moreover, interesting and various activities should be applied in pronunciation practices since repetition technique can demotivate students and it is conflicting with communicative learning. Generally speaking, EIL needs integration of students, teachers, test takers, stakeholders, and a globalized world society to be more tolerant of the local variety of English.

Considering that many Non-NESTs still are not aware of EIL concept though nowadays NNS-NNS interaction dominates English communication, it is better to hold EIL workshop or teachers' development. Therefore, they will be more informed about this notion and know what to do for English teaching and assessing in an EIL context. In addition, English teachers need to be encouraged to accept and appreciate the variety of English thus they can set relevant goals for their teaching context. They have to bear in mind that language learners are not supposed to be native-like. English teachers should be able to facilitate students to express and to understand intelligible utterances in order to be a successful speaker in a globalized world. In order to motivate teachers, the educational institutions should provide proper incentive that suitable with teachers' workload.

English teachers can encourage their students to be successful multicompetent speakers in wider communication if they are fully aware of changing the pedagogical target from native-like proficiency to be international intelligibility. Moreover, English

pronunciation pedagogy should encourage teachers to shift their role as pronunciation checkers into facilitators who give guidance and feedback for students. Well-planned lesson plans are needed as the guidance of teaching activities. Subsequently, people's paradigm of native speakers' preferences will change gradually. They should see others as equal interlocutors with whom they make mutual comprehensible utterances. They need negotiation on meaning while communicating instead of judging which English is better than the others.

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## APPENDIX

### Pronunciation Teaching Lesson Plan

|                 |  |
|-----------------|--|
| Level           | : intermediate                                     |
| Time allocation | : 100 minutes                                      |
| Topic           | : minimal pairs of voiced and voiceless consonants |
| Skills          | : Listening, pronunciation, and speaking           |

#### A. Aim:

Raising students' awareness of variety English and communication competence in order to help them communicate in global context.

#### B. Instructional Objectives:

In the end of the lesson,

1. Students are aware of different pronunciation varieties of English voiced and voiceless consonants.
2. Students are able to pronounce English voiced and voiceless consonants intelligibly.
3. Students are able to apply understandable voiced and voiceless consonants in communication.
4. Students are able to appreciate the variety of non-native speakers' pronunciation.

#### C. Indicators

##### Cognitive

1. Students are able to identify voiced and voiceless consonants.
2. Students are able to recite example of voiced and voiceless consonants intelligibly
3. Students are able to formulate simple spoken-intelligible story to be read aloud.

##### Affective

1. Students are able to listen to others both pairs and groups with respect.
2. Students are able to appreciate others by paying attention to them.
3. Students are able to respond the questions and instructions given understandably.

##### Psychomotor

1. Students are able to replicate voiced and voiceless consonants exposed.
2. Students are able to demonstrate intelligible sounds of voiced and voiceless consonants.
3. Students are able to solve pronunciation errors and to accommodate it intelligibly.

**D. Teaching materials:**

1. Handouts
2. A Vietnamese and American English video: <https://www.youtube.com/watch?v=92fD8Cy2zL0>
3. Audio records of voiced and voiceless consonants
4. A cardboard hat

**G. Teaching methods:** audio lingual and task-based methods**H. Procedures:**

| Activity      | Media   | Students' activity   | Teacher's activity   | Time allocation |
|---------------|---|--|--|-----------------|
| Pre-activity  | Handouts contain brainstorm questions                                     | Discussing the questions in a group of 4                             | Opening the teaching activity & state aims of the lesson   | 5 minutes       |
|               | Video about nail salon 3.23 minutes which contains NS and NNS interaction | Watching video & answering questions about the video                 | Playing the video  | 10 minutes      |
| Main activity | Audio records of pair words spoken by NS and NNS                          | Listening to words spoken and circle it, then discuss with the class | Playing audio<br>Discussing the correct answer with students<br>Asking students whether they want to be native-like or not           | 5 minutes       |
|               |   | Listening to audio again and repeat it                               | If students want to be native-like, correct their mistake. If they do not want to, just make sure they produce comprehensible sounds | 5 minutes       |

|               |  |  |  |            |
|---------------|--|--|--|------------|
|               | Handouts contain simple sentences with minimal pairs<br>i.e. Give me the bag/back. | Listening to the sentence and circle the correct word individually   | Reading sentences aloud  | 5 minutes  |
|               |  | Discussing the answers with the class  | Leading the discussion and making corrections if needed  | 5 minutes  |
|               | A hat consists of sentences with minimal pair for 'head master game'               | Working in pairs to decode the sentence.<br>Student A: read aloud the sentences<br>Student B ( <i>wearing the hat</i> ): write the sentences on the board.<br><i>Student B is not allowed to see the sentence on the hat. Each pair decodes one sentence</i> | Supervising and facilitating students to play the game   | 20 minutes |
|               |  | Discussing the answers   | Leading the discussion and making corrections if needed  | 5 minutes  |
|               |  | Working in group of 4<br>Making sequential events to create short stories using 3 minimal pair of words<br>i.e. <i>I drop my pin in a bin. Suddenly the sheep comes and creates loud beep. It steals my pie and tie.</i>                                     | Asking students to create simple stories by using their own 3 minimal pair of words<br>i.e. pin-bin, pie-tie, beep-sheep | 25 minutes |
|               |  | Sharing stories to the class   |  | 10 minutes |
| Post-activity |  | Sharing their difficulties in learning and concluding the learning activity  | Closing the learning process   | 5 minutes  |