



#APACELT25

Live session

FOUR PRINCIPLES FOR ACCENT- FRIENDLY PRONUNCIATION TEACHING

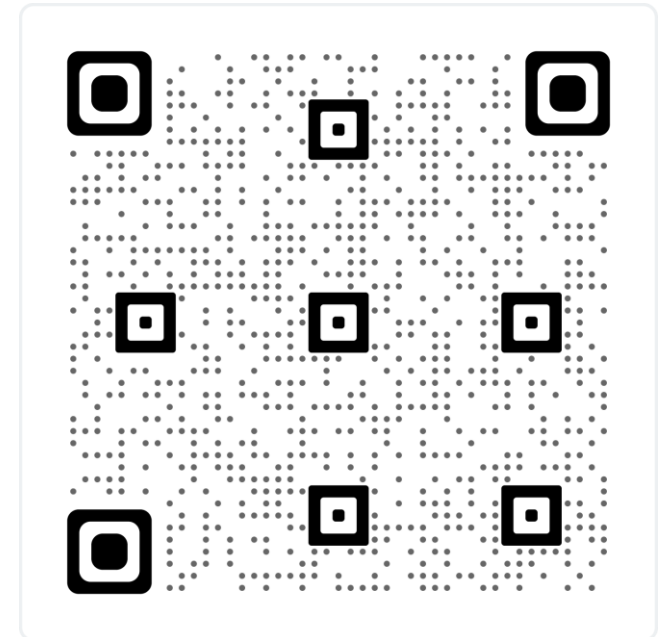


Mark Hancock

WITH PRONUNCIATION, SOME THINGS DON'T MATTER...

KNOWLEDGE is knowing not to pronounce the T in *often*

WISDOM is realising it doesn't matter if you *do*.

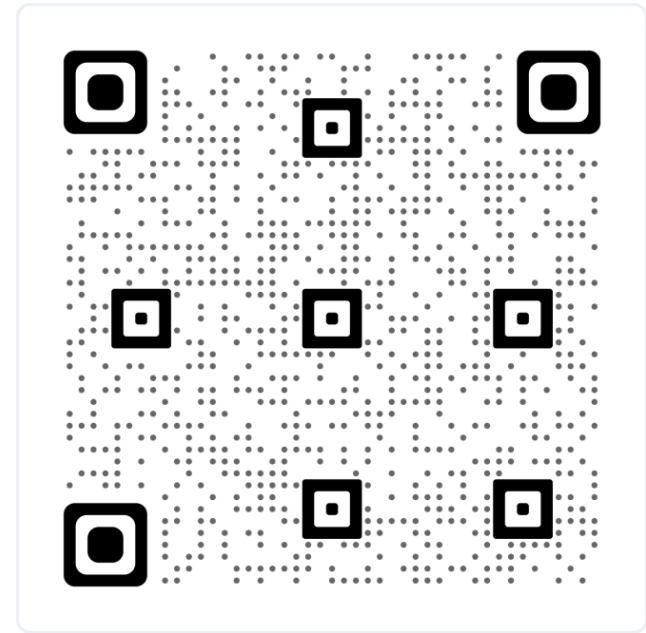
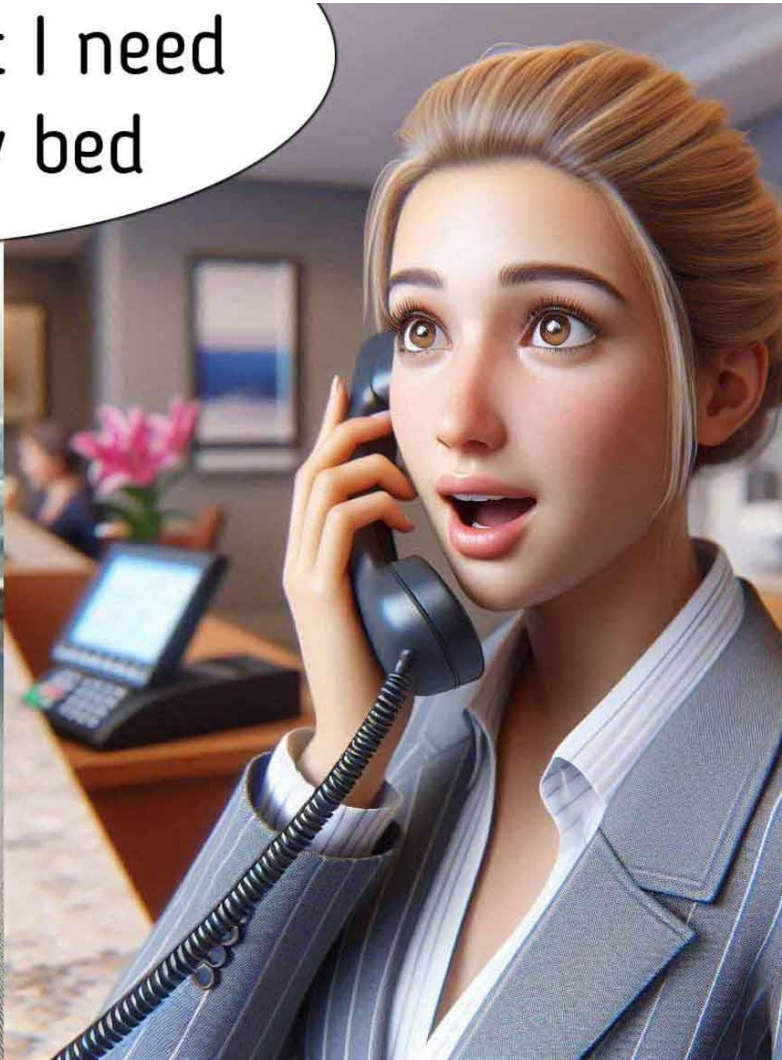


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... BUT OTHER THINGS *DO* MATTER!



Excuse me, but I need
a shit on my bed



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MINIMAL PAIRS: MAKE THE DIFFERENCE YOU NEED

A



Seat on a sheep

B



Sit on a sheep

C



Seat on a ship

D




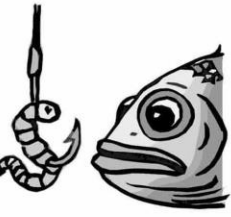

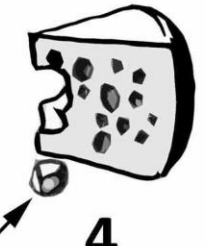


Sit on a ship

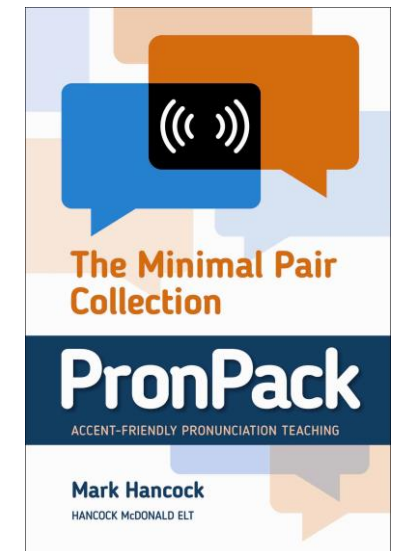


<https://pronpack.com/pair-squares/>

WHAT MATTERS ARE THINGS THAT CHANGE THE MEANING

THE E GROUP

 1 BEAT i:	 2 BAIT ei	 3 BITE aɪ
 4 BIT ɪ	 5 BET e	 6 BAT æ



Hancock, M. (2024).
*PronPack: The
Minimal Pair
Collection*
Hancock McDonald ELT

BAIT or BET?

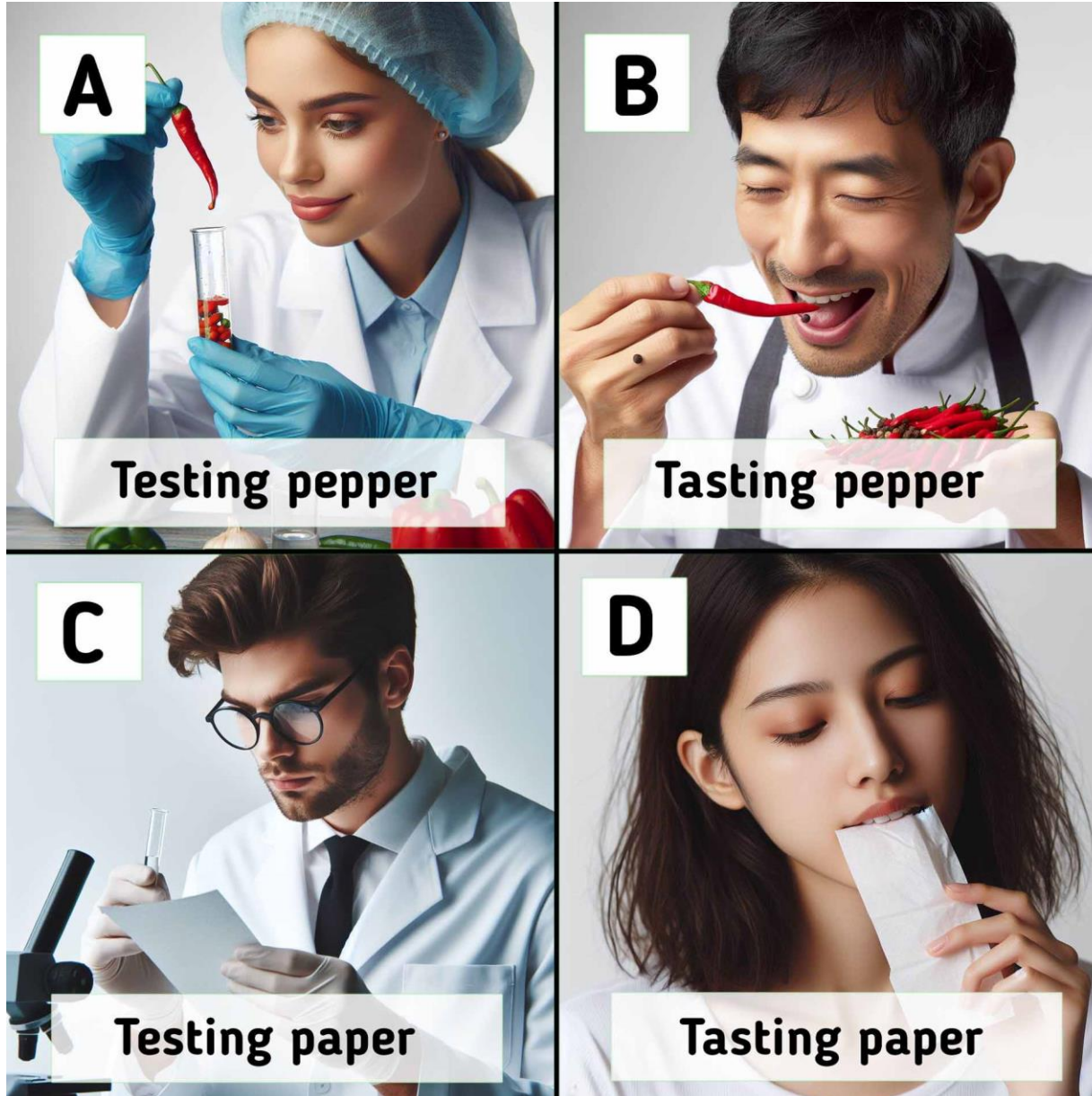
/eɪ/

/e/



Phoneme Cover symbol	Accent variants
/eɪ/	[eː] [eə] [eɪ] [ɛɪ] [ɛː] [æɪ]

SUCCESS (OR NOT) IS A GREAT FORM OF FEEDBACK



<https://pronpack.com/pair-squares/>

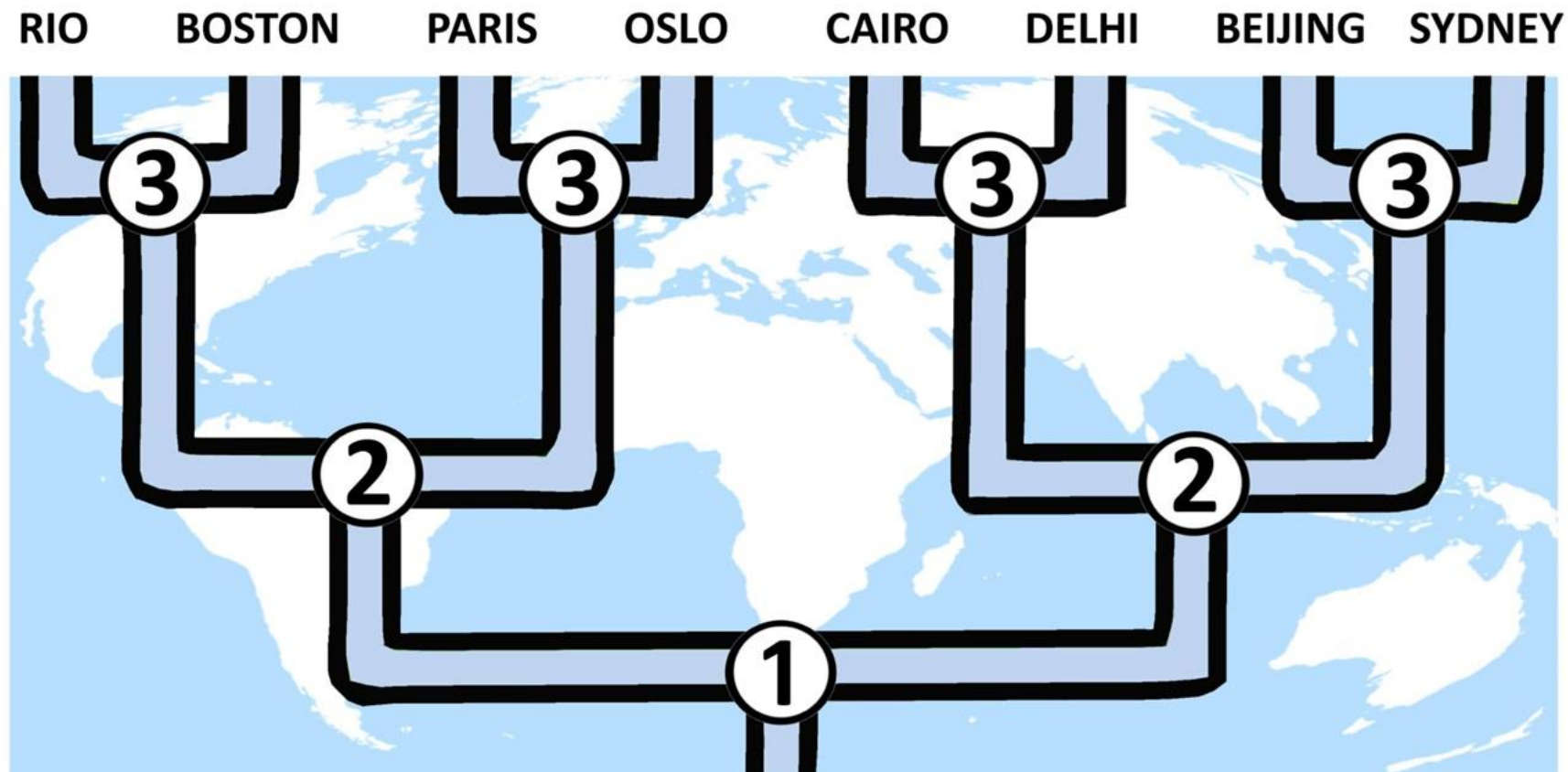
TRY AUTOMATIC SPEECH RECOGNITION

But beware: it might not be your fault!



A screenshot of the Google Translate web interface. At the top left is the Google logo. The search bar contains the text 'google translate'. Below the search bar are navigation tabs: 'All', 'Images', 'Videos', 'Web', 'News', 'Maps', 'Books', 'More', and 'Tools'. The main interface shows two language selection boxes, both set to 'English'. Below the first box is a text input field containing 'Testing paper'. Below the second box is a corresponding text output field, also containing 'Testing paper'. At the bottom of the interface, there are links for 'Open in Google Translate' and 'Feedback'.

FEEDBACK: 'EFFECTIVE' BEATS 'CORRECT'

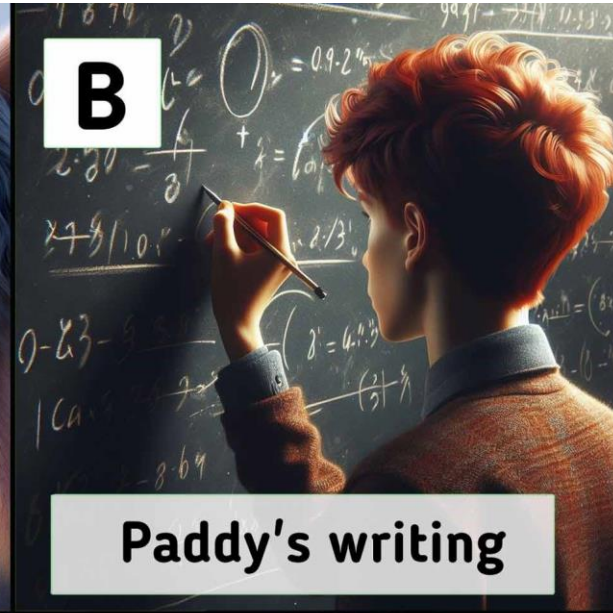


- 1 She wants to [a. **sail**, b. **sell**] her boat.
- 2 The drivers [a. **raced**, b. **rest**] on Sundays.
- 3 Pass the [a. **paper**, b. **pepper**], please.



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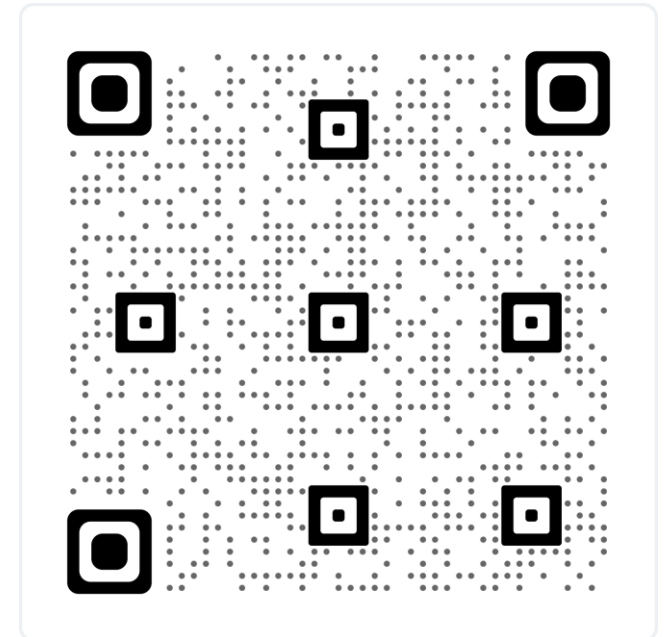
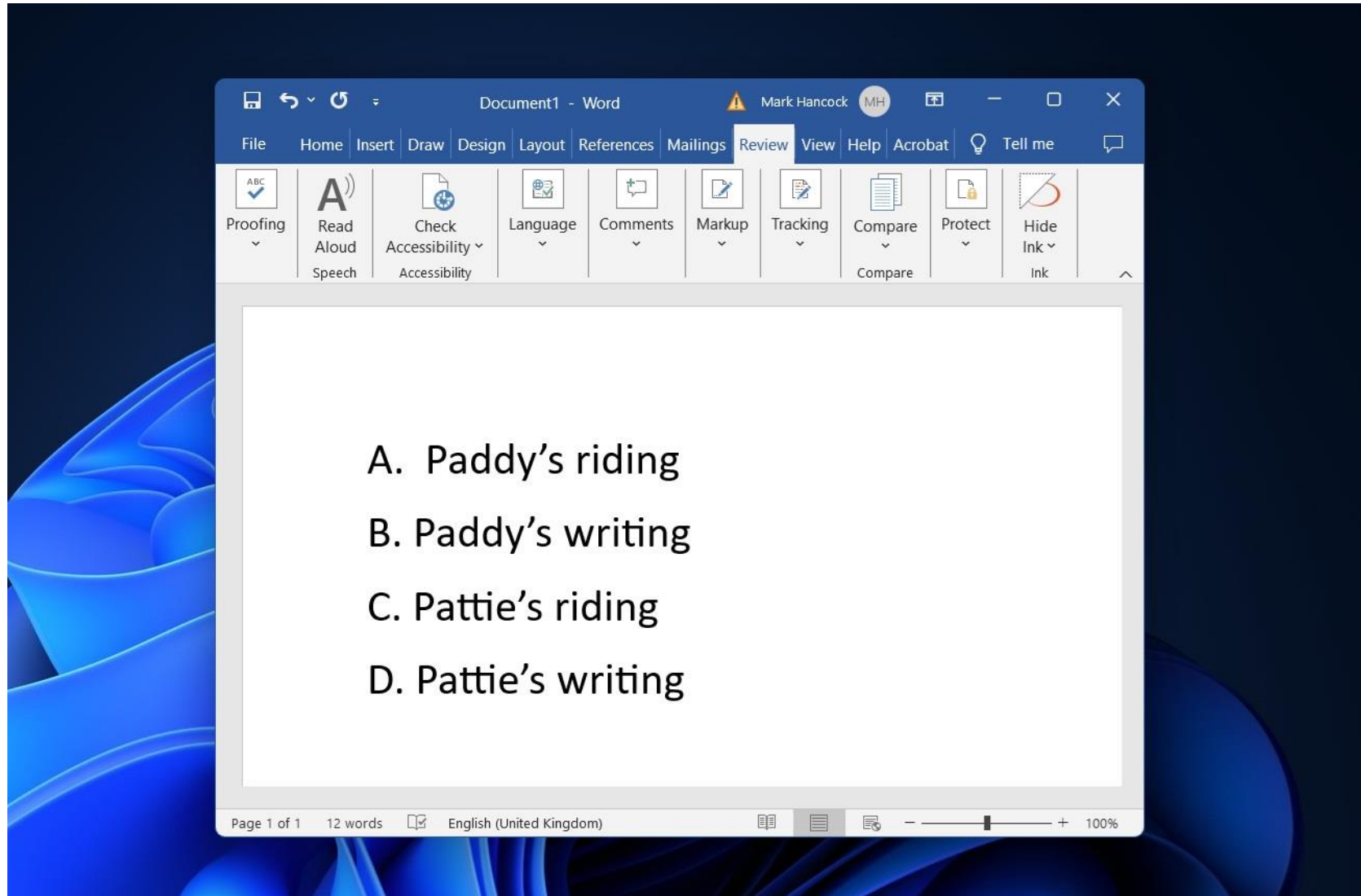
TRICK MINIMAL PAIRS: FOR LISTENING, NOT SPEAKING



<https://pronpack.com/pair-squares/>

TRY TEXT-TO-SPEECH SOFTWARE

But beware: it isn't a 'definitive' model. Accents vary. Don't demand *more* of learners than of L1 English speakers.



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SPEAK LOCALLY, HEAR GLOBALLY

STANDARD
PRONUNCIATION



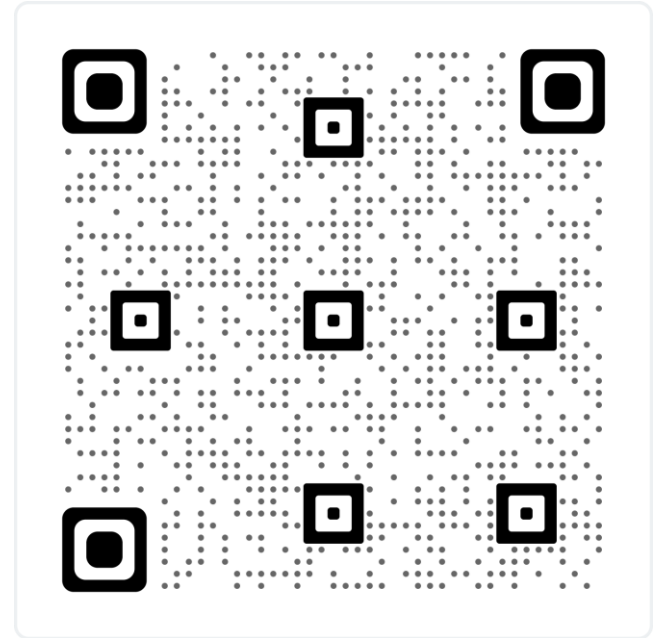
STANDARD
UNDERSTANDING



LOCAL
PRONUNCIATION

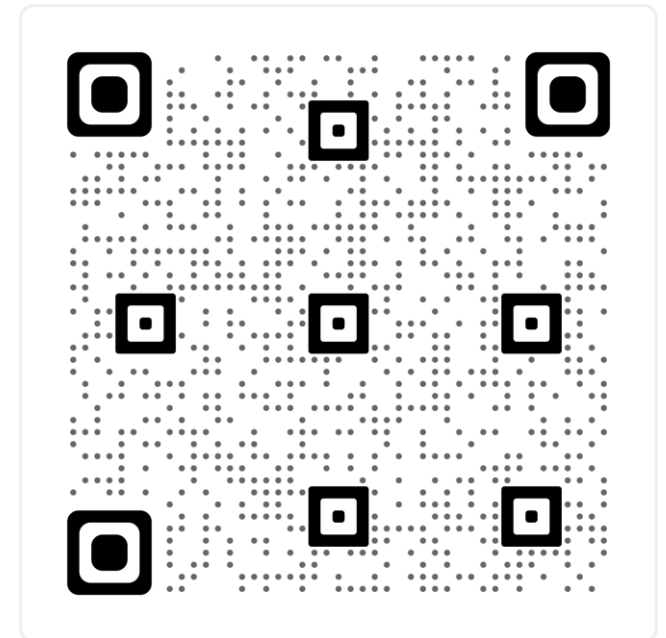


GLOBAL
UNDERSTANDING



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THE ACCENT-FRIENDLY TEACHER



Knowledge is knowing something is 'non-standard';
wisdom is realising it doesn't necessarily matter!

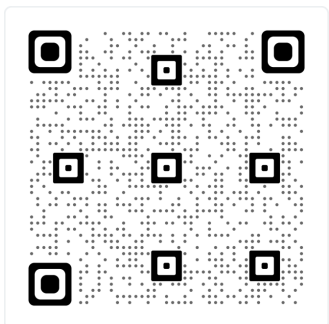
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2025 Taking things one step further:
Fostering a Culture of Innovation in the ELT World

Live session

- 1 Make the difference you need:** focus less on sounds and more on the differences between them.
- 2 'Effective' beats 'correct':** with pronunciation, it's not about what sounds native-like, it's about what works.
- 3 If it isn't broken, don't fix it:** before correcting a learner's pronunciation, ask yourself, 'Is this really a problem?'
- 4 Speak locally, hear globally:** distinguish productive pronunciation (speaking) and receptive pronunciation (listening).



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