

Feedback Preference and Practice of English Majors' in Pronunciation Instruction

Authors : Claerchille Jhulia Robin

Abstract : This paper discusses the perspective of ESL learners towards pronunciation instruction. It sought to determine how these learners view the type of feedback their speech teacher gives and its impact on their own classroom practice of providing feedback. This study utilized a quantitative-qualitative approach to the problem. The respondents were Education students majoring in English. A survey questionnaire and interview guide were used for data gathering. The data from the survey was tabulated using frequency count and the data from the interview were then transcribed and analyzed. Results showed that ESL learners favor immediate corrective feedback and they do not find any issue in being corrected in front of their peers. They also practice the same corrective technique in their own classroom.

Keywords : ESL, feedback, learner perspective, pronunciation instruction

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