

Common Pronunciation (PN) Features for Learners of Different Proficiency Levels

- Consonant Features

How to understand this list?

1. For the most frequent features found in groups with higher band scores (7.0 – 7.5 and 8.0 or above), they are the negative features which may have minimal effect on the overall performance.
2. For the most frequent features found in groups with lower band scores (5.0 – 5.5 and 6.0 – 6.5), they are the negative features which may lead to lower band scores, therefore **more attention is suggested to be put** when teaching English speaking.

	Least frequent among the four groups
	Most frequent among the four groups

Key indicator \ Band	5.0 – 5.5	6.0 – 6.5	7.0 – 7.5	8.0 or above
Total consonant errors				
Substitution (voicing, place of articulation, manner of articulation)				
Substitution (place of articulation, manner of articulation, aspiration)				
Substitution (place of articulation, manner of articulation)				
Substitution (voicing, place of articulation)				
Substitution (voicing, aspiration)				
Consonant clusters errors				
Substitution (voicing)				
Substitution (place of articulation)				
Substitution (manner of articulation)				
Substitution from consonants to vowels				
Substitution (aspiration)				
Omission				

Insertion				
-----------	--	--	--	--

- Vowel Features

How to understand this list?


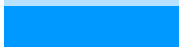
1. For the most frequent features found in groups with higher band scores (7.0 – 7.5 and 8.0 or above), they are the negative features which may have minimal effect on the overall performance.
2. For the most frequent features found in groups with lower band scores (5.0 – 5.5 and 6.0 – 6.5), they are the negative features which may lead to lower band scores, therefore **more attention is suggested to be put** when teaching English speaking.

Least frequent among the four groups
 Most frequent among the four groups

Band Key indicator	5.0 – 5.5	6.0 – 6.5	7.0 – 7.5	8.0 or above
Total vowel errors				
Substitution (tongue height, tongue position, vowel length, voicing, mouth shape)				
Substitution (vowel length)				
Substitution (tongue height)				
Substitution (tongue position)				
Substitution (voicing)				
Substitution (diphthong)				
Substitution (tongue position, vowel length)				
Substitution (tongue position, mouth shape)				
Substitution (tongue height, tongue position)				
Substitution (tongue height, vowel length)				
Substitution (tongue height, mouth shape)				

Substitution (vowel length, mouth shape)				
Substitution (tongue height, tongue position, mouth shape)				
Substitution (tongue height, vowel length, mouth shape)				
Substitution from vowels to sounds beyond English				
Substitution from diphthongs to short vowels				
Substitution from diphthongs to long vowels				
Substitution from one diphthong to another				
Substitution from diphthongs to triphthongs				
Omission of short vowels				
Omission of long vowels				
Omission of diphthongs				
Insertion of short vowels				
Insertion of long vowels				

- Mispronunciation

 Least frequent among the four groups
 Most frequent among the four groups

Key indicator	Band	5.0 – 5.5	6.0 – 6.5	7.0 – 7.5	8.0 or above
	Mispronunciation				

- Suprasegmental Features

How to understand this list?

- For the most frequent features found in groups with higher band scores (7.0 – 7.5 and 8.0 or above), they are either (a) positive features (e.g., consonant-vowel linking) which may lead to higher band scores and **require more attention**, or (b) negative features which may have minimal effect on the overall performance.
- For the most frequent features found in groups with lower band scores (5.0 – 5.5 and 6.0 – 6.5), they are the negative features which may lead to lower band scores, therefore **more attention is suggested to be put** when teaching English speaking.

	Least frequent among the four groups
	Most frequent among the four groups
	Least frequent among the four groups
	Most frequent among the four groups

Band	5.0 – 5.5	6.0 – 6.5	7.0 – 7.5	8.0 or above
Total inappropriate word stress				
Extra number of primary stresses				
Fewer number of primary stress				
Inappropriate primary stress				
Inappropriate intonation				
Consonant-vowel linking				