

‘The Polar Bear’s Pin’

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Summary

In most EFL contexts children do not have a strong background in oral English when they start reading or writing. If teachers are introducing a sound that is non-existent in the mother tongue, EFL learners will relate it to the nearest mother-tongue sound. Hence, a word like >pin< may be pronounced >bin< by the learner, thus disrupting communication. Therefore, teachers need to create simple material to make new target sounds noticeable. The presenter will focus on the introduction of new articulatory habits in a simple way, through an EFL phonics story. On this occasion, the presentation of aspiration illustrated through a story of her own creation called: ‘The Polar Bear’s Pin.’ Since using meta-language does not work with children, this context will provide the right scaffolding for acquisition of new articulatory habits.



