**Drop-in Pronunciation (DiP): A new model for learning**

Meg Rosse (English Pronunciation)
Ruth Leaming (Melbourne Polytechnic)

For learners of English as an Additional Language, the amount of time given to pronunciation in the classroom is often less than desirable (Yates, 2014). Furthermore, providing learners with individualised feedback and tasks is difficult to address in a classroom setting. The Drop-in Pronunciation (DiP) program was developed to provide adult learners with a weekly opportunity to spend 20-30 minutes with a teacher on a one-to-one basis. In each session, aspects of pronunciation relevant to the learner’s needs and life circumstances are the focus. Goals are developed jointly by the learner and the teacher, and activities are created to provide intensive practice in the session, and beyond. Learners are free to attend any time within the 3-hour period, scheduled once a week at a community centre in Melbourne. The DiP teaching team is made up of eight volunteers, all experienced teachers. On completion of the 8-week pilot (Stage 1), the program report shows a positive response from learners as reflected by their attendance and their feedback about the program. This presentation will cover the rationale for the model, the challenges and rewards in the development and implementation of the program, and the plans for Stage 2.

**Keywords:** pronunciation, individualized, community-based, delivery model

**Reference**

Yates, L. (2014). Learning how to speak: Pronunciation, pragmatics and practicalities in the classroom and beyond. *Language Teaching*, 1-20.