



In this webinar we aim to discuss...

- The challenging nature of pronunciation learning and teaching including:
 - addressing different needs within the one class
 - assisting students to make sustained changes to their ways of speaking.
- We will also consider:
 - Ways to integrate pronunciation throughout a program
 - Strategies for introducing, recycling, and assessing pronunciation
 - Options for teacher professional development around pronunciation

Overview

1. A bit about **you** - poll questions
2. **Pronunciation learning activity 1** – *Top down listening text – a short casual conversation.*
3. **Challenges** when teaching pronunciation
4. What **research** tells us about pronunciation
5. A **centre-wide** approach
6. International Phonetic Alphabet (**IPA**)
7. **Pronunciation learning activity 2** – *Introducing new vocabulary*
8. **Pronunciation learning activity 3** – *Integrated pronunciation practice*
9. Your further **professional development /resources**
10. To finish up
11. **Evaluation**

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Poll question 1: Which EAL learners and contexts do you (mostly) work with/in?

1. Early childhood
2. Primary intensive English language programs
3. Primary mainstream
4. Secondary intensive English language programs
5. Secondary mainstream
6. ELICOS – full fee language courses for adults
7. AMEP or SEE or ? – adult migrant programs
8. Language support for TAFE / university students
9. Other

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Poll question 2: How often do you focus on pronunciation in your teaching?

1. Every lesson
2. Every day at least a couple of times
3. A few times a week
4. Once a week
5. When the need arises
6. Never
7. Other

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Poll question 3: Which of the following elements of pronunciation do you typically focus on in your teaching? (You can select more than 1)

1. Individual vowel and consonant sounds
2. Sound combinations (e.g. consonant clusters)
3. Stress within words (syllable stress)
4. Stress within an utterance (word or sentence stress)
5. Intonation
6. Linking
7. The ways the sounds in words may change when said in an utterance (a string of words) compared to when spoken in isolation
8. Voice quality generally - volume, pitch, huskiness, etc.
9. Variations in different native and non-native speaker accents of English

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Pronunciation learning activity 1

Listening text – a short casual conversation

- Conversation
 - A: **What time did you go to bed last night?**
 - B: **2am**
 - A: **2am! That's late / You must be exhausted!**
- This example was used in class as part of an assessment, and is also something we might ask/answer often

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Challenges

- Go to Padlet –
<https://padlet.com/Shem/pronunciation>
- **Double click** on a space in Padlet to add your response to the question:
What are the challenges we face when teaching pronunciation?

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What research tell us about pron' learning and teaching

1. Aims of pronunciation teaching and learning are best focused on intelligibility rather than 'native-likeness' (Accent vs intelligibility) Accents don't necessarily have a negative impact on intelligibility.
2. Pronunciation difficulties affect intelligibility and confidence to speak
3. Learners of English need and want to develop their pronunciation
4. Pronunciation instruction works (the effects are demonstrated in controlled and spontaneous contexts). Without pronunciation instruction improvement may be limited
5. Phonological awareness has an impact on all language learning areas (e.g. listening + decoding...)
6. Being a non-native English speaking teacher is not a crucial factor in being an effective pronunciation teacher
7. The beginning level learners can improve with pronunciation instruction. Pronunciation instruction needs to begin when language learning begins and continue throughout
8. Learners need to acquire a complete system not just a set of individual sounds
9. Knowing and not knowing IPA has both strengths and weaknesses
10. Learners benefit from targeted, explicit feedback.

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A centre-wide approach



<https://www.carringbush.org.au/>

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A centre-wide approach

- Journey began in 2014
- Now at Carringbush
- Strong induction for new teachers
- Continuing teacher PD
- Consistent approach to teaching
 - stress, syllables, features of connected speech
 - IPA chart
 - teach new vocabulary
 - addressing errors as they occur
 - giving targeted feedback
- Our own PD journey - ongoing

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International Phonetic Alphabet - IPA

p	t	k	f	s	θ	ʃ	tʃ
pen	talk	can	five	six	thanks	she	teacher
b	d	g	v	z	ð	ʒ	dʒ
bed	does	get	very	zero	this	television	jacket
h	l	r	w	m	n	ŋ	j
hat	leg	read	wet	mother	nurse	sing	yes
ɪ	i:	u:	ʊ	eɪ	ɪə	əʊ	
hit	been	food	foot	page	here	know	
ə	ɜ:	ɔ:	ɒ	aɪ	eə	aʊ	
ago	first	bought	got	five	there	house	
e	æ	ɑ:	ʌ	ɔɪ	ʊə		
pen	cat	car	but	voice	poor		

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International Phonetic Alphabet - IPA

Affordances

- Visual representation
- Increases teacher and student awareness
- A feedback tool

Challenges

- Overwhelming
- Need for consistency and coordinated approach
- Confusion with the alphabet and the IPA

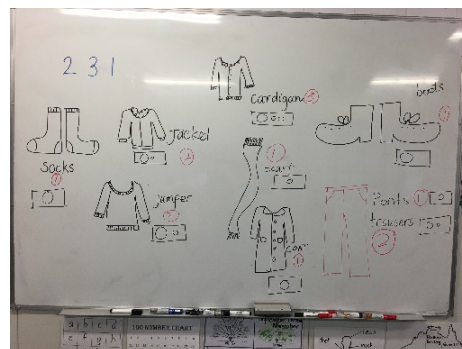
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Practical idea 2

Introducing new vocabulary

- Contextualised language
- Listening b/4 reading
- Top down, bottom up
- Controlled practice & repetition



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The entire text is not very long. Here it is four sentences and around 40 words.

introd

Allow space on the page for students to annotate (1.5-double spacing)

- *Today my presentation is about places to visit in Melbourne. Firstly, I'm going to talk about places to go shopping. Then I'll introduce a few of my favourite restaurants and cafes. Finally, I'll talk about places to go out late at night.*

Record yourself speaking the text at near normal speed. Use the recording as a consistent model!

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Example introduction

- *Today / my presentation is about / places to visit in Melbourne. // Firstly / I'm going to talk about / places to go shopping. // Then / I'll introduce a few of my favourite restaurants and cafes. // Finally / I'll talk about / places to go out / late at night.*

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Example introduction

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- Macdonald, S. (2002). Practical ideas. An activity for integrated pronunciation practice. *Prospect*, 17(1), 90–93.
http://www.ameprc.mq.edu.au/resources/prospect/V17_N1_2002

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Your further professional development

- Free book & audio: *Give it a go! Teaching pronunciation to adults*, By Lynda Yates and Beth Zielinski
http://www.ameprc.mq.edu.au/resources/professional_development_resources/give_it_a_go
- Pronunciation for teachers (John Levis)
<http://www.pronunciationforteachers.com/>
- AMEP Fact Sheets – pronunciation
http://www.ameprc.mq.edu.au/resources/amep_fact_sheets
- Laura Patsko on Twitter <https://twitter.com/lauraahaha>
- Adrian Underhill's blog <http://www.adrianunderhill.com/the-pronunciation-blog/>
- Adrian Underhill's *Demand High* video - some suggestions for feedback, and to up the energy in the room
- Jonathan Marks & Tim Bowen, *Book of Pronunciation*. Delta Teacher Development Series

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To finish up..

- Knowledge about phonology and how to teach pronunciation is not endless. There is not a huge or endless amount of content that you have to know.
- Teachers are learning along the way, students can help, 'give it a go', trial, get help.
- It's empowering as a teacher to know you can assist your learners to be more comprehensible
- Explicit pronunciation instruction works!
- What will you try tomorrow / next week?

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