

VicTESOL Professional Learning Event-

Teaching Pronunciation: It's never too early

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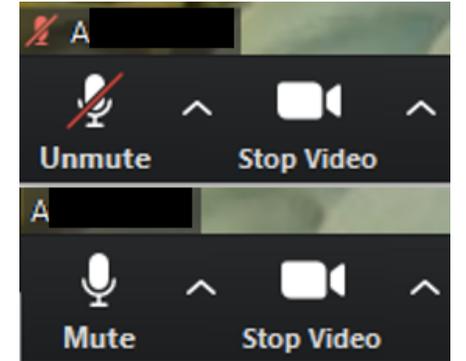
VicTESOL Online Event 2020



Thank you for joining us for this online event.
The presentation will begin at 4.00pm AEDT.

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**a. I teach
pronunciation
incidentally..i.e.
if and when it's
needed**



**b. I have a plan
for pronunciation
activities that I
deliver across the
term**

Overview of this session

- Clarifying aims
- Aspects of pronunciation
- Teaching goals
- Practical activities & ideas
- Questions, ideas, discussion

What is the aim of teaching pronunciation ?

Intelligibility

Intelligibility = what we understand + how hard we had to work

Speaker factors:

- Pronunciation (e.g. sounds, stress, rhythm, intonation) and delivery (e.g. hesitations, volume, speed)

Hearer factors:

- Experience and expertise in understanding different accents, attitude, knowledge of topic etc.



Key aspects of pronunciation

- **Sounds** (vowels, consonants)
- **Stress**; syllable stress and word stress
- **Rhythm & intonation**
- **Phrasing / “chunking”**
- **Things that occur in fast natural speech**
 - **Linking**
 - **Merging of sounds**
 - **Dropping of sounds**

Some key things speakers of English need to know and do

- We use a lot of **breath** to make many sounds in English
- Words have syllables and different stress patterns
- Phrases have stress patterns: The weak and strong stresses of words give English its **rhythm**
- Sentence stress can be used to create /change meaning
- We use **pausing** in spoken texts that corresponds to chunks of meaning
- Words are not like bricks in a wall but **links** in a chain
- The faster we speak the shorter words can become
- We use **tone** to convey emotion and meaning
- The **technical terminology** for talking about pronunciation
e.g. syllables, breath, stress, rhythm, voice, vowel etc..

syllables & stress patterns

All words in English with 2 or more syllables have one syllable with stronger stress

e.g **w**indow engineer **int**elligent

 ○ ○ oo○ o○oo

<https://www.youtube.com/watch?v=X8VHzzBWmPQ>

What makes a syllable stressed?

- louder, longer, full clear vowel, might have different pitch
- Unstressed syllable: vowel usually shortened

Pronunciation word banks

Sort your words into the pronunciation patterns below

1. O cook	2. O o cleaner	3. o O police	4. O o o architect	5. o O o machinist
6. o o O engineer	7. O o o o secretary	8. o O o o librarian	9. o o O o electrician	10. o o o O o qualification

Stress and rhythm



One **two** **three** **four**
Dah **Dah** **Dah** **Dah**

This is the **house** that **Jack** **built**
Dah du du **Dah** du **Dah** **Dah**

These are the **hou**ses that **Jac**queline **bought**
Dah du du **Dah** du du **Dah** du du **Dah**

How can we **possibly** **fit** this all **in?**
Dah du du **Dah** du du **Dah** du du **Dah**

Stress dictation

a.	O O
b.	O o o O o o Oo
c.	o Oo
d.	O o o O
f.	O O oO
h.	O o o O o o Oo
i.	O O
j.	o O Oo
k.	o o O oo Oo
l.	o o O o O o Oo

When did you come to Australia?

O o o O o o Oo

Two months ago.

O O oO

Where do you live?

O o o O

In Ringwood.

o Oo

Do you have any children?

o o O oo Oo

Yes, two.

O O

What did you do on the weekend?

O o o O o o Oo

I went shopping.

o O Oo

Would you like a cup of coffee?

o o O o O o Oo

No, thanks.

O O

Word stress and rhythm



Making it concrete...

- Who's strong?
- Back-chaining
- Linking
- Schwa
- Substitution
- On the out breath



Focus stress

I never said you stole the money.

1. Were you in the bank on Thursday?

2. Were **you** in the bank on Thursday?

3. Were you **in** the bank on Thursday?

4. Were you in the **bank** on Thursday?

5. Were you in the bank on **Thursday**?

a. Yes I was.

b. No, on Friday

c. No I was in the post office

d. No, my brother was.

e. No, I was outside

Fast natural speech

Things that can happen when we talk quickly....

Sounds disappear (elision) e.g

I don't know.....I don(t) know

Jack and Jill.....Jack an(d) Jill

She wants some butter.....She wan(t)s (s)ome butter

Sounds change (assimilation) e.g

Would youwouldja

Do youdja

Vowels shorten e.g

Cup of tea.....cuppa tea

Lot of money.....lotta money

Tone: It's almost time to finish

surprised

angry

relieved

happy

disappointed



What we can do to assist learners

- Have some understanding the individual pronunciation problems of the learner/ learner group (e.g. sounds, word stress, rhythm etc.)
- Develop a shared language to talk about pronunciation
- Correct important errors
- Teach students the stress pattern of new words and formulaic phrases
- Make sure students get some time ‘at speed’ to both listen to and practice natural speech
- Integrate pronunciation into teaching: systematic and incidental

Some resources

- **Give it a go: Teaching pronunciation to adults**
Lynda Yates & Beth Zielinski , AMEP Research Centre 2009
- **Rhymes and Rhythm; A poem based course for English pronunciation**
Michael Vaughan-Rees , Garnet Publishing 2010
- **Clearly speaking. Pronunciation in Action for teachers.**
Ann Burns and Stephanie Claire, NCELTR 2003
- **Learner English; A teachers guide to interference and other problems**
Michael Swan & Bernard Smith 2nd Edition 2011
- **Sound spelling** (class set of A4 picture charts of phonemes and graphemes and wall posters) Lilliana Hajncl and Jacky Springall, AMES 2007 & **Sound Spelling Workbook** Jill Wardle AMES 2017
- **Sing with Me** Carmel Davies & Sharon Duff , Urban Lyrebirds Press, 2013

Questions, ideas, suggestions....

