

VicTESOL Professional Learning Event-

# Teaching Pronunciation: It's never too early

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Jacky Springall

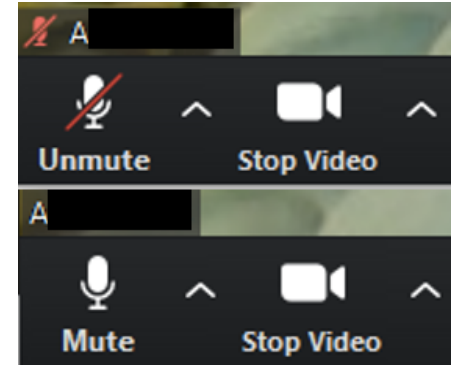
VicTESOL Online Event 2020




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

During this event:

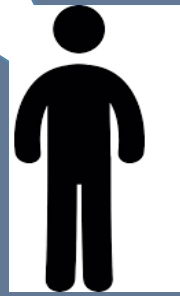
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**vicTESOL**



**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            eng**i**neer            int**e**lligent  
                  ○ ○                    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 <b>cleaner</b>	3. o O police	4. O o o <b>architect</b>	5. o O o machinist
6. o o O engine <b>er</b>	7. O o o o <b>secretary</b>	8. o O o o librarian	9. o o O o elect <b>rician</b>	10. o o o O o qualif <b>ication</b>



# Stress and rhythm



**One**  
**Dah**

**two**  
**Dah**

**three**  
**Dah**

**four**  
**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 o O

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 you .....wouldja

Do you .....dja

## 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 2<sup>nd</sup> 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....

