Give it a go: Teaching pronunciation to adults

A new professional development resource
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What research tells us

• Migrants think pronunciation is important
If you learn correct pronunciation to speak with somebody else in society. That’s- I think that’s the most important thing.

Peer of c02p017

What research tells us

• Migrants think pronunciation is important
• Pronunciation difficulties contribute to communication breakdown
Int: You were upset?
Part: Yeah. Because my what is calling niece?
Int: Your niece?
Part: Yeah.
Int: Your sibling’s, your brother’s or sister’s daughter?
Part: Yeah, no my leg it was.
Int: Oh your knees.
Part: Yeah my knees it was sick.

What research tells us

• Migrants think pronunciation is important
• Pronunciation difficulties contribute to communication breakdown
• Explicit teaching does work
• Teachers are reluctant to teach pronunciation
Teachers need to know how to:

• recognise features that affect a learner’s intelligibility
• establish priorities for different learners or groups of learners
• assist learners to recognise and use different features
• provide opportunities for the learners to practise their newly learnt skills
• integrate pronunciation as an important part of regular lessons

Structure of the book

Part 1: Pronunciation for adult learners
Part 2: Understanding the issues for learners
Part 3: Practical pronunciation advice and activities for teaching adults
Part 4: Pronunciation issues for learners from different language backgrounds

Appendix: Annotated bibliography
Listen

Track 1

What does it sound like?

How many syllables are there? Which syllable is stressed?
Listen again

Track 1.2

What did she mean to say?

What has gone wrong with her syllable stress pattern? In what way does she need to change it to make the word easier to understand?

*Cross reference to Part 4

This learner is a Mandarin speaker. For further information about Mandarin speakers, see Part 4.

Mandarin speakers

Issues:

1. Consonants and consonant clusters at the ends of words
2. Vowels
3. Challenging consonants
4. Stress patterns
Listen

Track 13
Listen to the vowel in the missing word.
Recently I just watch the ..........
Just, you know, lots of ..............

What does it sound like?
What vowel do you hear in this word? What does the word sound like?

It seems that the interviewer is confused by this learner's answer to her question. Listen to what happens when the learner provides some more information.

Listen again

Track 14
What has gone wrong with the vowel?

*Cross reference to Part 4
This learner is a Mandarin speaker. For further information about Mandarin speakers, see Part 4.
Listen

Track 11

What does it sound like?
What words do you hear? What consonant clusters does this learner use?

What did she mean to say?
Check the answer at the end of this chapter. What has gone wrong with the consonant cluster in the middle of the word she meant to say?

*Cross reference to part 4
This learner is a Vietnamese speaker. For further information about Vietnamese speakers, see Part 4.

Data analysis for Part 4

- `<c10p008>`: special go to office or public `<&>` Tr: like `<c10RA>`: place `</&>` I couldn’t ah ah ask for help or anything like that. But now I- I feel confident

- `<c05p009>`: she get `<&>` Tr: [unclear - diction] AR: get `<>?`dress`</?> ah master degree- `</?>`
Part 3: Teaching pronunciation

- Practical pronunciation advice and activities
- Emphasis on integrating pronunciation into general classroom activities
- Different activities to suit different levels of pronunciation proficiency
- Suggestions for extending activities to provide practice at a more advanced level
Part 3: Teaching pronunciation

Chapter 1: Preparing for pronunciation
Chapter 2: Strategies for stress
Chapter 3: Putting sounds into practice

I think it's not just about providing opportunity but teaching them how to speak and embedding that whole process into what we do each day. So it is not a pronunciation class but the points are covered every day as we teach in an integrated way.

Teacher researcher