

Clearly speaking

Pronunciation in action for teachers



Anne Burns and Stephanie Claire



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Clearly speaking

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Clearly speaking

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1 Background

This handbook accompanies the video *Clearly speaking*. Both the video and the handbook were produced as part of a national project conducted in Australia by the Adult Migrant English Program (AMEP) Research Centre. The project reviewed literature on pronunciation and surveyed AMEP teachers nationally about the kinds of support they would like for teaching pronunciation. An advisory committee of experienced AMEP pronunciation teachers from various States and Territories provided input on the content and structure of the video and the features of pronunciation to be highlighted.

Feedback from teachers indicated the need to:

- understand the major features of pronunciation
- have practical strategies for teaching pronunciation
- have opportunities to see teachers working on pronunciation in the classroom.

The video illustrates a range of strategies and activities that can be used in adult ESL classrooms. While the presentations show classes of adult migrant learners, the approaches could easily be adapted for learners in other age groups and types of programs.

The handbook complements the video, by expanding on the key concepts of pronunciation presented, setting out the steps in the teacher presentations, and providing reflection and action points for professional development.

2 Using the materials for professional development

These materials are designed so that they can be used by:

- teachers working individually
- teacher groups working together
- teacher educators facilitating workshop presentations or courses.

Individual teachers can:

- view the whole video to get ideas about pronunciation and classroom activities
- use the handbook to gain an overview of key pronunciation features
- watch the presentations that relate to their learner group to get ideas about teaching and learning pronunciation
- use the teaching sequences and materials as a basis for planning their own lessons
- use the reflection points to focus self-reflection on their teaching
- try out the activities suggested in the action points
- use the bibliography to find resources for further developing their knowledge of pronunciation.

Teacher groups can also:

- watch particular presentations and discuss their reactions
- work together to adapt or add to the teaching sequences
- work together to develop additional materials to share
- form groups relating to learner levels and, based on the relevant presentations, help each other to plan appropriate lessons
- select issues from the reflection points and compare responses
- use the action points for experimenting in the classroom and sharing outcomes.

Teacher educators can:

- incorporate the photocopiable material at the end of this book into presentations
- use the structure and content of the materials as a basis for a short course on pronunciation
- use the whole video or parts of the video to complement in-service presentations
- use the pronunciation principles (Section 4) as a basis for helping trainees examine their own assumptions about pronunciation
- use or adapt the reflection points for course assignments or in-service discussions
- draw on the action points as the start for action research projects on pronunciation.

Key



Watch the video.



This item is also an overhead transparency.

3 Overview of the materials

The materials aim to integrate concepts and teaching practices presented in the video with those outlined in this handbook. The map of the materials below explains these relationships:

Handbook page	Video start time*	Content	Learner level
5	0.10	Understanding pronunciation Anne Burns	
5	2.06	Overview of pronunciation Susan Boyer	
9	3.08	Presentation 1: Contextualising pronunciation Susan Boyer	Intermediate
13	12.30	Presentation 2: Stress at the suprasegmental level Peter Norton	Beginner
16	24.40	Presentation 3: Intonation patterns Jeannette McGregor	Upper-intermediate
19	32.32	Presentation 4: Linking words Philip McIntyre	Lower-intermediate
21	41.06	Presentation 5: Stress at the segmental level Peter Banks	Post-beginner
24	51.10	Presentation 6: Breathing techniques and activities Margie Sainsbury	Intermediate
27	60.41	Presentation 7: Beyond the classroom – Learner strategies Stephanie Claire	All levels
32	62.44	Learner observations/analysis	

* Please set your VCR counter to 00 at the start of the *Clearly speaking* video.

4 Principles of pronunciation adopted in the materials

The survey conducted for this project showed that pronunciation can be something of a ‘Cinderella’ in language teaching – to be given low priority or even avoided. Some teachers indicated that they were unsure about all the various features of pronunciation. Some were also unclear about whether to teach it separately or as an overall part of teaching activities.

These materials adopt an integrated approach to teaching pronunciation. This means that pronunciation teaching is contextualised within overall program planning.

An integrated approach involves:

- teaching features of pronunciation from the very beginning stages of learning
- assessing learners’ pronunciation needs in combination with their overall spoken language needs
- selecting contexts, content and topics for pronunciation teaching that are practical, familiar, interesting and motivating
- embedding a focus on practising various pronunciation features within a larger topic or task
- raising learners’ awareness about how pronunciation contributes to making certain kinds of meaning
- encouraging learners to monitor their needs and to develop personal strategies for improving different aspects of their pronunciation
- introducing learners to a metalanguage and notation system that will assist them to learn more about pronunciation independently, both inside and outside the classroom.

5 Understanding pronunciation



Introduction

Professor Anne Burns

Gone are the days when English language teachers wished to help their students sound like native speakers. In this globalised world where the majority of speakers of English are non-native speakers, or expert users, we're aiming for a different kind of approach.

Anne Burns is Professor of Linguistics and Dean of the Division of Linguistics and Psychology at Macquarie University. She has worked with the AMEP in adult ESL for over 20 years as a teacher, professional developer and researcher. An action research project with teachers in New South Wales and South Australia led to her interest in investigating spoken discourse for the teaching of speaking and more recently the role that pronunciation plays in effective communication. Anne believes that understanding more about pronunciation and how it can be integrated into speaking activities is currently of great interest to teachers worldwide.

The importance of pronunciation in language learning

As English increasingly becomes the language used for international communication, it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing. It is more important that speakers of English can achieve:

- intelligibility (the speaker produces sound patterns that are recognisable as English)
- comprehensibility (the listener is able to understand the meaning of what is said)
- interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say *It's hot today* as *IS ho day*. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window.

Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation.



An overview of pronunciation

Pronunciation refers to the *phonology* of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener. The various features that make up the production of sounds in English are illustrated on the next page.

- sounds that are left out Some sounds are so short that they virtually disappear (become elided): *does (h)e like soccer?*
we might as well (ha)ve stayed at home



Presentation 4 shows activities related to linking.

Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

- Can you take the scissors? (rising pitch) – request
- Can you take the scissors (falling pitch) – command



Presentation 3 shows activities for teaching intonation.

Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

- the overall rhythm of the utterance
- the most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

- Can YOU take the scissors? (not someone else)
- Can you take the SCISSORS! (not the knife)



Presentation 2 shows activities to enhance learners' understanding of word stress.

Segmental features

Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, *l* as in *lamp*, *r* as in *ramp*, *a* as in *hat*).



View Presentations 1, 5 and 7 for the teaching of segmental features.

The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word.

Compare the changes of meaning in:

pet	pat
lamp	ramp
about	abort



Presentation 7 illustrates how a phonemic chart (see Overhead transparency 1) containing all the sounds of English can be used to diagnose learner needs at the segmental level.

Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly – for example, *v* as in *van*, *b* as in *bun*) – or unvoiced (air is pushed through a narrow part of the mouth – for example, *f* as in *fan*, *th* as in *thin*).

Vowel sounds are articulated as single sounds. They can be short (for example, *æ* as in *cat*) or long (a as in *cart*). Diphthongs are two vowel sounds put together (for example, *eɪ* as in *Kate* or *ɔɪ* as in *boy*).



Presentation 1 shows activities for practising diphthongs.

Voice quality and body language

Two other features of pronunciation not included in the diagram are:

- voice quality
- body language.

Voice quality

Voice quality relates to how the voice is projected – how volume, breath control and breath capacity are used. Learners from different language backgrounds often have different cultural expectations about voice quality. For example, in some cultures speech may be louder or softer in general than in English.



Watch Presentation 6 for activities that practise these features.

Body language

Body language – involving features such as eye movement, facial expression and gesture – is also part of effective face-to-face communication. These features accompany the production of speech and are an intrinsic part of expressing meaning.

Reflection point



The presentations do not focus specifically on body language, but you may wish to observe what kind of body language is used by teachers and learners during the classroom interactions.

How could a focus on body language assist you and your learners with pronunciation development?

This section has provided a very brief overview of key pronunciation features. Three fact sheets produced by the AMEP Research Centre (Yates 2002), which go into greater detail about pronunciation and pronunciation teaching, can be downloaded from:

<http://www.nceltr.mq.edu.au/pdamep/factsheets.html>

For more in-depth study of recent research and practice in pronunciation, see the references to publications and online resources on pages 34–6.

6 Classroom presentations



Contextualising pronunciation

Introducing Presenter 1 – Susan Boyer

Many students don't have sounds that relate to English sounds, so this is an area we really do need to focus on when we are teaching pronunciation.

Susan Boyer's ESL teaching career spans 14 years. She currently teaches at a Technical and Further Education (TAFE) college in Sydney, and over the years has taken a special interest in pronunciation as a teacher, teacher educator and materials writer. She believes that while many students are acutely aware of their need for better pronunciation, they do not get enough focused instruction. She is a strong advocate of teaching pronunciation through an integrated approach, so that learners receive specific practice within their overall English courses.

Susan illustrates how she teaches diphthongs to a class of intermediate students. She focuses on:

- perceiving and producing particular sounds in isolation
- using words containing these sounds in extended discourse.

Presentation sequence

Step 1

The learners are introduced to the overall theme of *Time and Change* and to the focus sounds *ai* and *ei*. These diphthongs have already been identified as presenting problems for the learners. Words containing the sounds are listed on the board, and learners repeat them after the teacher:

<u>ai</u>	<u>ei</u>
white	wait
why	way
light	late
pie	pay

Susan then asks the learners to suggest other words containing the focus sounds.

Step 2

Referring back to the overall theme of *Time and Change*, Susan elicits from the learners examples of the ways in which modern life is different from the era of their grandparents.

Step 3

Susan plays a short audio-recording of a text on *Time and Change*. Learners provide feedback on the changes highlighted and give examples of words containing the sounds *ai* and *ei* from the text.

Step 4

The learners check their dictionaries to match focus words with their meanings. They then reinforce the pronunciation of the focus sounds by listening to single words on the

audio-recording and repeating the words. Next, the learners listen to individual words and identify which focus sound they hear.

Step 5

In groups, the learners discuss changes over the past 25 years in four areas relating to the themes:

- communication
- transportation
- education
- entertainment.

Each group reports back to the rest of the class on their discussion. Where appropriate, Susan provides feedback on their pronunciation of the focus sounds within the overall theme they are discussing.

Reflection point



Notice how Susan focuses on both macro (suprasegmental) and micro (segmental) aspects. This enables learners to practise pronunciation at both discourse and single sound levels within a communicative activity.

How do you (or could you) use this approach in the classroom?

Drawing on Susan's approach, develop a short lesson sequence. Where possible, discuss the sequence with your colleagues.

Materials used by Susan

Unit 10 -Time and Change

In Part 1, focus on *what* the speaker says about the topic.
You will focus on *how* words are pronounced in Part 2.

1A Listen as you read the text about *Time and Change*.

Time and Change

It's right to say that life has changed. The pace and style of life today is not the same as it was in our grandparent's day. Science has changed the way of life in almost every place on earth at quite an amazing pace. I'm sure you can relate many changes that have taken place in your lifetime.

We now have machines that reduce work and make more free time available each day. We've gained better ways to fight crime and to take away pain. We can now travel great distances at an amazingly fast pace by plane or train, where people of the past had to allow a lot of time to hike, ride or sail to far away places. We can now communicate instantaneously by e-mail rather than waiting many days to receive letters by regular mail. Yes - it's impossible to deny that the pace and style of life has changed in many ways!

1B Write the underlined words in the text next to the correct meaning below. The first one has been done as an example.

- | | | | |
|-----------------------|-------------------|---------------------------|-------|
| 1) speed of progress | <u>pace</u> _____ | 7) instantly, immediately | _____ |
| 2) tell, talk about | _____ | 8) surprisingly | _____ |
| 3) type, kind of | _____ | 9) walk a long way | _____ |
| 4) obtained/achieved | _____ | 10) say it is not true | _____ |
| 5) happened, occurred | _____ | 11) bad, illegal action | _____ |
| 6) electronic mail | _____ | | |

1B Listen and check your answers to 1B. Repeat the words after the speaker.

1C Now discuss the following questions:

- 1) Why has life changed since our grandparents' day?
- 2) What examples does the text give of ways that life has changed?

Unit 10 - Time and Change

Part 2 - Focus on Pronunciation

 **2A** Listen to the underlined vowel sound in the following words.

Which words contain the sound /aɪ/? Which contain the sound /eɪ/?

right	say	life	pace	style	same	place
mail	gained	time	crime	hike	sail	deny



Replay 2A. Pause the recording after each word.

Write the words in the correct lists below, according to the underlined sound.

Don't be confused by the spelling. You need to listen to the *pronunciation* of the words!

1) Sound /aɪ/ as in the word 'why'	2) Sound /eɪ/ as in the word 'way'
<i>right</i>	<i>say</i>

 **2B** Listen to the questions.



Mark where sounds are deleted to form contractions.

- 1) How has communication changed in the last twenty-five years?
- 2) How has transportation changed in the last twenty-five years?
- 3) How has education changed in the last twenty-five years?
- 4) How has entertainment changed in the last twenty-five years?
- 5) What changes have taken place in your life the last five years?
- 6) How do you think science will change our lives in the next five years?



Action point



Try out Susan's teaching sequence with your learners, adapting it where necessary to meet their needs. Where possible, work with other interested colleagues.

During the lesson, observe your learners' responses. Write a short account of your observations during the lesson and share them with your colleagues.



Stress at the suprasegmental level

Introducing Presenter 2 – Peter Norton

It's important to choose and work with sentences which have a 'regular' or a 'usual' stress pattern rather than sentences which may vary according to different contexts and situations.

Peter has been an ESL teacher for six years and has taught a range of levels. At present he teaches at the Australian Centre for Languages (acl Pty Ltd) in AMEP courses, but his experience also involves EFL teaching. He has presented workshops on pronunciation to his colleagues, and has an ongoing personal interest in the integration of a pronunciation focus within all aspects of daily classroom practice. He believes that focusing on suprasegmental features of pronunciation enables students to improve their overall intelligibility from an early stage. Consequently, he does not see pronunciation activities as stand-alone, but rather as an integral part of lessons.

Peter works with beginner learners to introduce:

- syllable stress at the suprasegmental level across whole utterances
- typical stress patterns in short, familiar, personally relevant questions.

Presentation sequence

Step 1

Referring to the board, Peter reminds the learners of the words *pronunciation* and *stress*. He confirms with them that stress refers to syllable sounds that are 'long and loud' or 'the important words'. Peter writes the sentence *What's his address?* on the board, and the class identifies the number of syllables (four) and which ones are stressed.

What's his address?



DA di di DA

The learners practise this pattern by repeating it after Peter.

Step 2

Peter shows the learners green cards with short questions written on them and orange cards marked with dotted stress patterns. He first demonstrates the activity, using the question *How old is your son?* He asks three learners holding orange cards to pronounce their stress patterns to see if they correspond with his question card: *How old is your son?* The third learner he asks has a stress pattern matching his question.

Step 3

Peter divides the class into two and distributes green or orange cards to the two groups. After individually practising their questions (green cards) or stress patterns (orange cards), the learners circulate to find their partners.

Step 4

When most learners appear to have found partners, Peter assembles them in a circle. They place their cards on the floor and together they check which ones match.

Where learners cannot find a match or their match is incorrect, Peter helps them find their partners.

Step 5

Peter concludes the sequence with a class drill of the sentences used in the activity.

Reflection point



In his sequence, Peter uses pronunciation metalanguage with his learners. Terms such as *pronunciation*, *stress*, *no stress* and *syllable* have already been introduced.

What metalanguage do you (or could you) use in your lessons?

How do your students react to this metalanguage? What additional terms could you introduce?

If you don't use metalanguage, what other techniques do you find useful when talking about pronunciation with your learners?

Materials used by Peter

What's your address?



Are you married or single?



What was your job in China?



When did you come to Australia?



Do you have any children?



My husband's a teacher



Action point



Depending on the level of your learners, develop a short dialogue on a topic of interest to them.

Follow or adapt Peter's activities for teaching stress at the suprasegmental level for each utterance in the dialogue.

When your learners have become familiar with the stress patterns, get them to practise the dialogue in pairs.

Note how accurate they are in producing the stress patterns. Where possible, share with your colleagues other activities that could be used to practise suprasegmental stress patterns.



Intonation patterns

Introducing Presenter 3 – Jeannette McGregor

All pronunciation features, including sounds and prosody, are an important part of the communication process, and all these features are essential in the teaching of spoken communication.

Jeannette McGregor has taught pronunciation to adult speakers of English as a second language for many years, firstly at NSW AMES, and more recently at Macquarie University. She has an ongoing commitment to alerting teachers and students alike to the importance of learning pronunciation skills. She sees the development of pronunciation skills – including articulation, the use of rhythm, stress and intonation – as a crucial part of spoken language competency.

In this presentation, Jeannette teaches intonation patterns to an upper-intermediate class, with a particular focus on:

- phrasing
- stress
- pitch contours.

Presentation sequence*

Step 1

Jeannette introduces the learners to the overall context and theme of the activity. They listen to an audio-recording of a semi-scripted dialogue, one that aims to reflect natural conversation. The topic is a robbery that has just taken place at the home of one of the speakers.

Step 2

Jeannette distributes transcripts of the dialogue, and asks the learners to mark the separate phrases they hear. She then distributes a new transcript with each of the phrases on a separate line, so that learners can check their responses.

Step 3

Here the activity focuses on identifying stress. Jeannette plays the recording again, and the learners mark in the stressed syllables for each word.

Step 4

Jeannette plays the recording again, and this time the learners mark on their transcripts the upward or downward contours of each phrase.

Step 5

At this point, the learners practise all three pronunciation features in a whole-class activity. In turn, they read aloud the phrases of the text, with Jeannette providing feedback on the accuracy of their intonation patterns.

Step 6

In the final step, the learners use the dialogue to integrate all the pronunciation skills they have practised. In pairs, they talk the text by taking turns to speak each phrase.

* Presentation sequence is based on Rosse, M. (1999). Tracking: A method for teaching prosody to ESL learners. *Prospect*, 14(1).

Reflection point



Jeannette shows the learners how to use a basic notation system to mark their texts. They use straight lines to mark phrases, underlines to mark stressed syllables in words and upward and downward arrows to indicate intonation contours.

Make a list of any pronunciation notation systems you use, and compare notes with your colleagues.

Discuss which types of notation you would use with learners at the following levels:

- beginner
- post-beginner
- intermediate
- upper-intermediate/advanced.

To what extent do your views coincide with those of your colleagues?

Materials used by Jeannette

A: Everything OK?

B: Oh look. It's fine, but it's true, we were robbed. That's why I had to go home early 'cause our next door neighbour, Mavis, God love her, rang us to say that we'd been robbed, so I rushed off. And apparently these people robbed three or four houses before us. How stupid of them.

Source: This is a short segment from part of a longer text in Brawn, P. (2002). *Listening to Australia*. Intermediate. Sydney: NSW AMES.

Phrases

everything OK

oh look

it's fine

but it's true

we were robbed

that's why I had to go home early

'cause our next door neighbour, Mavis

God love her

rang us

to say that we'd been robbed

so I rushed off

and apparently these people robbed three or four houses before us

how stupid of them

Syllable stress

everything OK

oh look

it's fine

but it's true

we were robbed

that's why I had to go home early

'cause our next door neighbour, Mavis
God love her
rang us
to say that we'd been robbed
so I rushed off
and apparently these people robbed three or four houses before us
how stupid of them

Intonation contours

everything OK? (rise)

oh look (fall)

it's fine (fall)

but it's true (fall)

we were robbed (fall)

That's why I had to go home early (fall)

'cause our next door neighbour, Mavis (fall)

God love her (rise)

rang us (rise)

to say that we'd been robbed (fall)

so I rushed off (fall, rise)

and apparently these people robbed three or four houses before us (fall)

How stupid of them (fall)

Action point



Ask a colleague or friend to record a short semi-scripted dialogue with you, on a theme related to the course you are teaching.

Transcribe the recording, and use the steps in Jeannette's sequence to teach all or some of the intonation features to your students.

While the learners are completing Step 5, record their speech. Use the recording to analyse their pronunciation and further diagnose their needs.

Discuss your observations and analysis with your colleagues.



Linking words

Introducing Presenter 4 – Philip McIntyre

The most important thing overall for me is to not make the pronunciation segment just a segment ... It must be incorporated into everything that you do.

Philip's experience in adult ESL has been gained over many years in the Adult Multicultural Education Services in Victoria, where he has taught AMEP students at all levels. He has been involved in several AMEP research and materials development projects, and has a special interest in the teaching of pronunciation. In the 1970s, minimal pairs were the main pronunciation focus. Philip felt that they were insufficient, as they occupied a separate segment of a lesson and did not carry over into the general learning of spoken language. He believes that listening is very important in raising awareness of particular features of connected speech.

Philip draws the attention of his lower-intermediate learners to differences between written and spoken English. Having used a newspaper article, he introduces an oral component, highlighting the linking of words by using sentences from the article as examples.

Over the course of two lessons, he focuses on:

- linking consonant to vowel
- eliding a particular consonant
- joining similar consonants
- linking vowel to vowel.

Presentation sequence

LESSON 1

Step 1

Philip introduces the learners to the concept of linking. He draws attention to different types of linking by using the following patterns written on the board:

1, 2, 3, 4

1 and 2 and 3 and 4

1 and a 2 and a 3 and a 4

1 and then a 2 and then a 3 and then a 4

He then demonstrates the linking features, which the learners repeat after him.

Step 2

Philip focuses on linking consonant to vowel. Using a newspaper article that the learners have already worked on, he draws attention to this type of linking:

Harold (a)n(d) Mabel Coulson

Sevent(y) years of marriage

With the learners, Philip then identifies the stressed and unstressed syllables in the above examples.

LESSON 2

Step 1

The focus of this step is linking vowel to vowel. Philip first introduces the concepts of linking syllables in long words:

Seventi(y)eth

He next illustrates the linking of adjacent words that start and end in vowels:

Their daughter Sue (w) is not married.

Step 2

Philip demonstrates how consonants disappear (are elided):

Harold and Mabel (ha)ve been married for seventy years.

Reflection point



What are your learners' major needs in linking connected speech?

How do you address these needs?

Make a list of the areas of need and the activities you use. Share your ideas with your colleagues.

Materials used by Philip

Philip's materials come mainly from the board work that he uses to illustrate linking. Some of this material has been reproduced above. Philip works from a newspaper article, but any short written or spoken text could be used to demonstrate linking.

Action point



Depending on the level of your learners, find a written text suitable for developing linking activities.

Use the text, as Philip did, to focus first on written language through reading activities.

Then, based on the text:

- select sentences that are relevant for illustrating different aspects of linking
- develop through a whole-class activity a short spoken dialogue (for example, between friends, neighbours, workmates), based on the main topic of the text
- use the spoken dialogue to revise the aspects of linking you have presented to the learners.

In this way, you can show the learners how:

- written and spoken texts in society are often interlinked
- skills of reading, writing, speaking and listening are not separate but integrated in daily communication
- the language features and grammar of written and spoken texts differ, even when they deal with the same topic
- linking occurs in connected speech.

Where possible, share your texts and dialogues with other teachers and discuss how you presented the activities.



Stress at the segmental level

Introducing Presenter 5 – Peter Banks

I do this activity early in the term because it's a good way for students to get to know each other, and it also provides a metalanguage for the students that I can then refer back to for the rest of the term.

Peter Banks began teaching ESL 24 years ago. Currently, he works in the Adelaide Institute of TAFE, English Language Services (ELS) in South Australia. Peter's interest in teaching spoken language has led to his participation in a number of AMEP research projects. He has also conducted professional development in this area for ELS colleagues, and has presented papers at AMEP forums and conferences. Over the years, he has focused on expanding his knowledge about teaching spoken language, and has developed techniques to help his learners improve their communicative intelligibility.

Peter introduces his post-beginner learners to basic concepts of pronunciation at the segmental level, specifically:

- syllables
- syllable stress in words
- using syllable stress in extended discourse.

Presentation sequence

Step 1

Peter first focuses on syllable recognition. He elicits the names of the learners' suburbs and writes them on the board:

Elizabeth Park
Brahma Lodge
Kingsford
Hillsdale

He then works with them to identify the number of syllables in each suburb name:

Kings ford
Hills dale
Ken sing ton

Repeating the names after Peter, the learners practise the pronunciation of the suburbs. To reinforce their recognition of the number of syllables in words, they also play a game of *Snap*. A learner wins when he or she snaps two suburb names with the same number of syllables.

Step 2

The second step assists the learners to practise accurate syllable stress in words. Peter and the learners identify the strong and weak syllables in suburb names:

Kingsford
Hillsdale
Brahma Lodge

The learners then practise using the suburb names in sentences. They stand in a circle and follow the dialogue below, with the number of suburbs they have to remember increasing with each turn:

A: I live in _____. Where do you live?

B: I live in _____.

B: He lives in _____. I live in _____. Where do you live?

C: I live in _____.

C: He lives in _____. She lives in _____. I live in _____.

Where do you live?

Peter follows this activity with further consolidation. He begins the next activity by rolling a cube containing syllable stress patterns, represented by dots, that correspond to the suburb names. The first learner who identifies the suburb is given a bean bag to indicate that learner's turn. He or she then rolls the dice, and the bean bag is handed to the next learner who identifies the correct suburb, and so on.

Step 3

At this point, the learners practise a short dialogue in pairs, focusing on accurate use of stressed syllables.

A: Hi, how are you?

B: Great thanks.

A: Do you live around here?

B: Yes, I live in _____. And you?

A: Well, I live in _____.

B: Oh, I see.

Reflection point

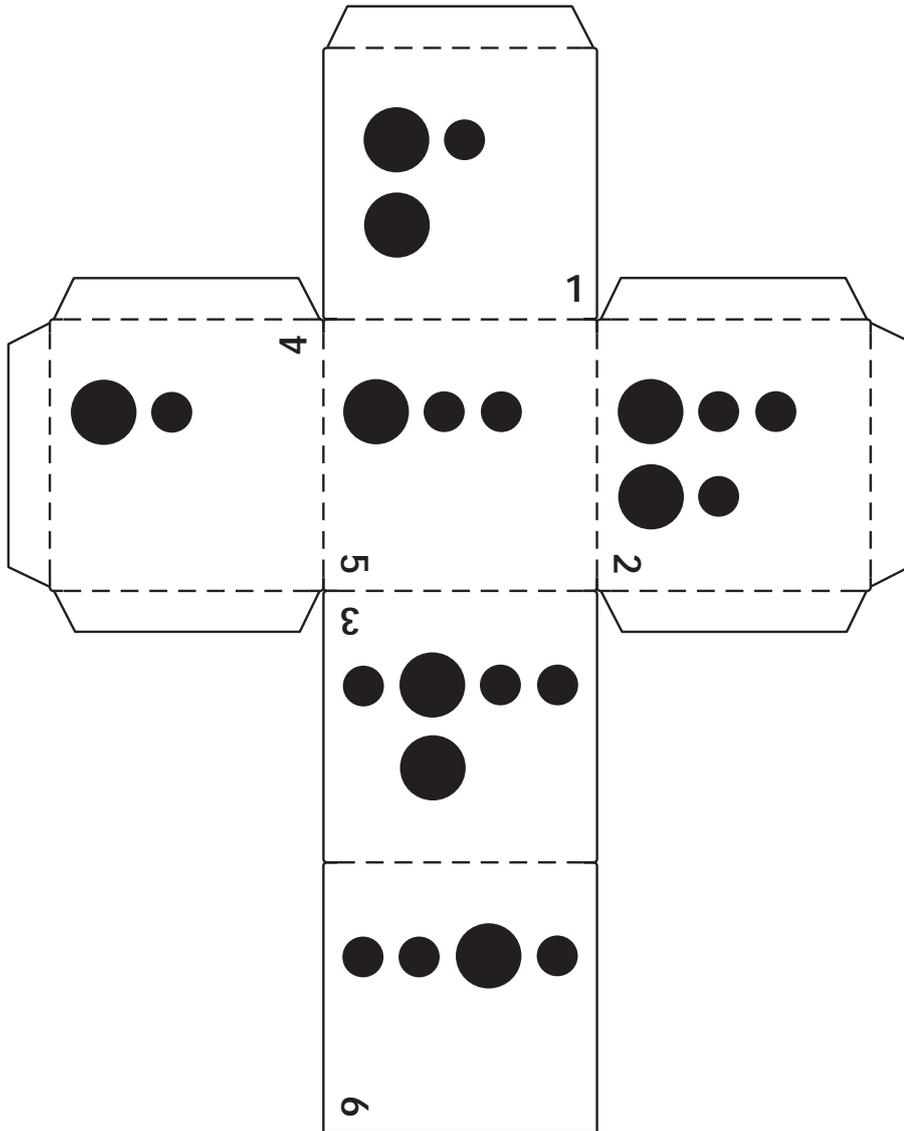


In his presentation, Peter says that teachers can 'extend this activity to any topic'.

With colleagues, brainstorm topics relevant to your learners.

Discuss how the activities Peter presents could be integrated into one or more of these topics.

Materials used by Peter



Fold along dotted lines to form a cube.

Action point



Using the topic you selected in the previous *Reflection point* activity, develop a lesson plan based on Peter's activities.

Try out your plan with your learners, and compare notes with your colleagues on how effectively you felt the activities worked.

Where possible, swap ideas and materials with your colleagues, so that you have a range of new materials on which to draw for teaching this area of pronunciation.



Breathing techniques and activities

Introducing Presenter 6 – Margie Sainsbury

Confidence in a strong breath supply helps with the linking of English, the rate of delivery and the breath force.

Margie Sainsbury began her career as a speech and drama teacher, and her initial interest in ESL focused on pronunciation. She has been with the AMEP in Canberra for 12 years, but has also worked on pronunciation and effective speaking with clients across a range of State and Federal public service departments. She is a part-time actor, and likes to draw from many of the techniques used in vocal skills training for the theatre. She feels she is yet to discover the magic solution for those with severe pronunciation difficulties, and would like to study more on the neurological aspects of speech production.

Margie's presentation in her class of intermediate learners focuses on how breath control contributes to good pronunciation. She demonstrates activities for:

- breathing capacity and control
- awareness of the role of breath
- tongue and lip position and movement.

Presentation sequence

Step 1

Margie prepares her learners for breathing activities by carrying out stretching and deep breathing exercises. She gets them to practise breathing from the diaphragm by holding their breath for as long as possible.

Step 2

Margie next shows the learners how to become more aware of the role of breath. She demonstrates the kind of breath force needed for the following voiceless consonants by getting the learners to use strips of paper when pronouncing the sounds:

p t f k
s sh th tsh

Step 3

The learners undertake a number of limbering-up exercises for moving parts of the mouth. These exercises are preparation for using connected speech.

Margie first introduces exercises for the tongue:

t t t t t t (*get out*)
la la la la la la (*yellow lolly; I like yellow lollies*)
sh sh sh sh sh sh

Next the learners practise exercises for the lips:

p p p p p p p p (*pink paper*)
f f f f f f f f (*five flowers; five fresh flowers*)

They finish this step with exercises for the jaw, involving movement from closed to open vowels:

ooh-aah ooh-aah ooh-aah ooh-aah (*who are you?*)

Step 4

The final step in Margie's presentation – 'just for fun' – involves a tongue twister:

I want a proper cup of coffee in a proper copper coffee pot.

Reflection point



Margie focuses on the mechanics of articulation, providing her students with an awareness of the breath capacity and control needed in English, and the positioning of the tongue, lips and jaw for accurate pronunciation of certain sounds.

In what ways do you think these activities might help learners to gain confidence in speaking English?

What activities of this kind do you use in your own classroom? How effective have you found these activities?

Share with your colleagues what responses you have had from your learners.

Materials used by Margie

PRONUNCIATION EXERCISES

Practise These Every Day

1. BREATHE DEEPLY – from your stomach, do not raise your shoulders
– count out loud on **one** breath
2. RELAX HEAD AND SHOULDERS
3. TONGUE EXERCISES
Move your tongue all around.
Draw a circle with your tongue.
Curl the tongue – you are licking an ice-cream.
Say these – first slowly then faster:
 - t--t--t--t--t-- t-t-t-t-t-t-t- Get out! ...
 - d--d--d--d--d-- d-d-d-d-d-d- Daddy ...
 - la--la--la--la-- la-la-la-la- yellow lollies ...
 - na--na--na--na-- na-na-na-na- Ben lives in Belconnen ...
 - ra--ra--ra--ra-- ra-ra-ra-ra- red cherries ...
 - tsh--tsh--tsh-- tsh-tsh-tsh- catch the watch ...
 - sh--s--s--sh--s-- sh-s-sh-s-sh- she sells sea shells ...
 - th--th--th--th-- th-th-th-th- Thursday at 3.30 ...
 - g--g--g--g--g-- g-g-g-g-g- green grass ...
4. LIP EXERCISE
 - p--p--p--p-- p-p-p-p-p- pink paper ...
 - b--b--b--b-- b-b-b-b-b- baby's bottle ...
 - f--f--f--f--f-- f-f-f-f-f-f- five fresh flowers ...
 - v--v--v--v-- v-v-v-v-v- TV and video TV and video ...
 - m--m--m--m-- m-m-m-m-m- m-ah, m-ah, Mum ...
5. JAW EXERCISES
 - oo--ah--oo--ah-- oo-ah-oo-ah- Who are you? Who are you? ...
 - ay--ee--ay--ee-- ay-ee-ay-ee- eighteen (18) ...
 - aw--ee--aw--ee-- aw-ee-aw-ee- fourteen (14) ...
6. TONGUE TWISTERS (repeat many times as fast as you can)
Chop shops stock chops Six boxes of mixed biscuits
Red leather, yellow leather Ted had edited it
Freshly fried flying fish
Mrs Smith's Fish Sauce shop
I want a proper cup of coffee in a proper copper coffee pot
Which wristwatches are Swiss wristwatches?
Fred fed Ted bread and Ted fed Fred bread

Action point



Use Margie's materials to develop various breath-control exercises that your learners can practise outside the classroom. You may wish to focus on one or two exercises at a time.

Ask the learners to try the exercises over a particular period of time. At the end of this period, discuss with your learners whether they found the exercises helpful and in what way.



Beyond the classroom – Learner strategies

Introducing Presenter 7 – Stephanie Claire

In teaching pronunciation, it's very important to start with an analysis of your students' needs. These may be problems at the suprasegmental levels – problems with longer stretches of discourse – or problems at the segmental level.

Stephanie Claire has 25 years of experience as an ESL teacher, and has worked at NSW AMES as a classroom teacher, curriculum developer, teacher educator and materials writer. She became interested in pronunciation when teaching non-English speaking background professionals who were experiencing communication problems in the workplace. She was aware that unclear pronunciation, apart from being a major factor in communication breakdown, was often a reason for lack of success in job interviews. She believes that people with pronunciation problems, who also have heavy work demands, need a range of strategies that are not dependent upon a teacher and a classroom.

Stephanie's presentation does not take place in a classroom. Rather, she shares her ideas about:

- raising learner awareness of pronunciation
- pronunciation needs analysis.

Awareness raising

While some learners have little awareness of their particular pronunciation difficulties, others are able to articulate the areas on which they need to focus.

Developing a metalanguage can assist the awareness-raising process. By listening to recordings, learners can comment on the effect on the listener of the various voices they hear and reflect on how their own speech may sound to others.

In discussing pronunciation with learners, it is useful to draw their attention to the fact that many words are not said the way they are written. For example, some learners may pronounce words such as *mother*, *tongue* and *money* with the *o* sound as in *hot*. Learners who have studied English from books rather than communicatively may exhibit this type of pronunciation.

Reflection point



Are your learners able to articulate their pronunciation needs? If so, how do they describe them?

Discuss with your colleagues the teaching strategies you use to raise awareness of pronunciation needs.

Carrying out a needs analysis

Intermediate and advanced learners may find it valuable to participate in a needs analysis session, which could follow these steps:

Step 1

For approximately five minutes, record (audio or video) the learner undertaking one of these tasks:

- conversing with a fluent speaker
- telling a short recount/anecdote
- reading aloud from a short text.

Although audio-recording may be easier to arrange, a videotape is preferable as it can provide important information on lip, tongue and jaw positions.

Step 2

Listen critically to the recording, and note all the features that need attention. When carrying out an analysis, a checklist (see the example on page 29) is useful for organising information about the learner.

Step 3

Meet with the learner and go through the checklist together, illustrating pronunciation needs by listening to the recording. Problems with vowels, diphthongs and consonants can be noted on a phonemic chart (see Overhead transparency 1).

Pronunciation needs analysis checklist

Name: _____ Date: _____

Rate learner's speech by placing X at appropriate points on the continuums below.

Suprasegmentals

Speech rate is:

very slow average very fast

Volume is:

very low average very loud

Intonation pattern is:

too flat average too marked

Word linking and flow is:

not present sometimes present always present

Content word stress is used effectively:

rarely often always

Overall effect on the listener is:

negative neutral positive

Comment: _____

Segmentals

Problems noted with:

- vowels
 - short _____
 - long _____
- diphthongs _____
- consonants _____

Syllables are stressed correctly:

rarely sometimes often always

Word endings are pronounced clearly:

rarely sometimes often always

Comment: _____

Action plan

Self-help strategies

Learners may also benefit from a discussion of self-help pronunciation strategies. Stephanie suggests the following ideas, which can be discussed with individual learners or with a whole class.

Strategies for pronunciation self-help

- 1 Make sure you have:
 - a dictionary which includes phonetic transcriptions for each word defined
 - an audio-cassette recorder and cassettes
 - a notebook.
- 2 Find yourself a mentor – someone whose English pronunciation is clear and who is willing to help you once or twice a week. Try not to use someone from your own language background, as you may both use the same (inaccurate) pronunciation for some words.
- 3 Make a list of the most frequently used technical words in your profession or workplace. Mark in the syllable stress for each word. Do this without a dictionary. You may find that some words have more than one stressed syllable.

Read out the words to your mentor or check them in your dictionary. Note the words that you pronounce inaccurately, and have your mentor record these correctly. Practise by saying them aloud.
- 4 Record a very short stretch of speech (about 15 to 20 seconds), then write down what you hear. Have your mentor check your transcription for accuracy, then listen to the tape again and identify:
 - focus words (the most stressed word in a phrase or sentence)
 - content words (words that contain important information, usually nouns, verbs and adjectives)
 - linked words
 - syllable stress in some of the longer words.Show your responses to your mentor for feedback.
- 5 Join a library and borrow books with cassettes. Listen and read at the same time. This way, you will get used to the sounds of English, as well as how words are spelled.
- 6 Record a short talk on TV or radio. Analyse how the speaker uses intonation, pauses and focus-word emphasis.
- 7 Identify effective communicators in your workplace. Observe the communication strategies they use, and try using them yourself in an appropriate context.
- 8 Record a short stretch of spoken language and, using a cassette recorder, try to mimic what you have heard. Analyse how closely your version resembles the original.
- 9 Make a note of words that people ask you to repeat. Find out the correct pronunciation and practise saying the words correctly.

Ask yourself:

 - Do the words all contain the same sound? If yes, maybe you need to do some work on that sound.
 - Do you have problems with syllable stress in words of three or more syllables? Some people always put a strong stress on the first syllable of any word. In English, syllable stress does not always occur here (for example, *information* is pronounced as *in-for-MA-tion*).
- 10 Are you aware of the typical pronunciation errors made by speakers of your first language? Do *you* make these errors too? Record your own speech, then listen to the recording, paying attention to the sounds you have identified as a problem.

Action point



Depending on the level of your learners, select a number of strategies from Stephanie's self-help list and present them to your learners. Ask the learners which of the strategies:

- they already use
- they would be prepared to try out.

Document their answers and prepare a wall-chart, listing learners' names and the strategies they use. Get them to experiment with strategies that are new to them, for an appropriate period of time (a day, a week, a month).

At the end of this period, discuss the outcomes with the learners to see which new strategies they found effective. Add the new strategies to the wall-chart.

Materials used by Stephanie

The Phonemic Chart



VOWELS				DIPHTHONGS			
ɪ:	ɪ	ʊ	u:	ɪə	eɪ		
green	pink	wood	blue	clear	grey		
ɛ	ə	ɜ:	ɔ:	ʊə	ɔɪ	oʊ	
red	silver	purple	fawn	pure white	turquoise	yellow	
æ	ʌ	ɑ:	ɒ	ɛə	aɪ	aʊ	
black	rust	khaki	orange	fair	sky blue	brown	
CONSONANTS							
p	b	t	d	tʃ	dʒ	k	g
Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
f	v	θ	ð	s	z	ʃ	ʒ
France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Russia	Malaysia
m	n	ŋ	h	l	r	w	j
Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

Reflection point



Watch the video section on learners' observations about their pronunciation.

Select one or more learners for close analysis of their speech. Using the *Pronunciation needs analysis checklist*, analyse the learners' suprasegmental needs and/or segmental needs.

Where possible, compare your analysis with your colleagues. View the video again to review your group analysis.

7 Learner observations



While the five learners shown in the video have considerable awareness of their pronunciation difficulties, their speech samples demonstrate the need for more work on some areas. The speech samples also illustrate the need for learners to be able to talk about their pronunciation learning needs and use words such as *pronunciation*, *slang* and *correct* as part of their metalanguage pronunciation.

Although the learner excerpts are very short, it is possible nonetheless, to diagnose a number of problem areas.



Mossen from Iran

Mossen's major problem is one he identifies himself – namely, incorrect syllable stress (for example, *correct*, *cassette*). He would also benefit from awareness-raising regarding the use of *schwa* (neutral vowel) to help avoid errors such as pronouncing *people* as *peepel*. He has a tendency to use an ɔ sound for ʌ or ou (resulting in *pronORnciation* for *pronunciation* and *dORn't* for *don't*).



Polli from Bangladesh

Polli is aware that her major problem is incorrect syllable stress, and gives as an example *com/fort/able*. Another instance of incorrect word stress is *before*. As well as incorrect syllable stress, however, Polli's speech reveals the need to focus on the *schwa* sound, and to understand the role of *schwa* in achieving correct stress at word level. Polli also needs to focus on word endings, as unclear final *s* may be a grammatical error or a pronunciation error. Either way, the *s* at the end of *understands* needs to be audible.



Marietta from Romania

In general, Marietta's speech is clear. However, it does tend to be a little over-emphatic, which may give an impression of forcefulness that is unintentional. To work on the effect on listeners, Marietta could focus on the use of linking to create a smoother flow of speech, and learn to make use of *schwa* to reduce over-articulated syllables (for example, her pronunciation of *influence*).



Jimmy from China

Jimmy has spent a lot of time improving his pronunciation, and is well aware of his problem areas. As can be seen, he needs to open his mouth wider and to use his lips more. The formation of some consonant sounds such as *m* and *n* are still problematic (note his *fron* China, *problen*, and *slams* – for *slang*). As well, he needs to form the sound *l* more clearly (he says *usuarry* and *carefurry*).



Miho from Japan

Miho is aware of, and her speech exemplifies, a number of pronunciation features that need to be worked on. These features are typical of many Japanese speakers, and they result from the influence of the first language. One of these problems is the lack of differentiation between *l* and *r* (as seen in *risten* for *listen*; another is that between *b* and *v* (for example, *boice* for *voice*). Regarding the need to pronounce technical terms correctly in discussing pronunciation, Miho would benefit from learning how to say words such as *language* and *pronunciation* accurately.

Action point



Identify learners in your context with similar difficulties to learners in the video. Develop a lesson plan which includes activities that could help them improve their pronunciation.

Try the plan in the classroom, noting the learners' responses.

With your colleagues, discuss your plan and your views on how effective the activities were.

8 Further reading and other resources

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Additional Internet resources

Anthony Hughes's pronunciation of the English alphabet complete with sound files.
<http://www.edunet.com/english/grammar/alpha.html>

From the Internet TESL journals links page.
<http://iteslj.org/links/TESL/Pronunciation>

TESOL Speech, Pronunciation and Listening Interest Section
<http://www.public.iastate.edu/~jlevis/SPRIS>

Discussion of pronunciation issues, information on teaching and resource books plus links to websites.

International Phonetic Association website.
www.arts.gla.ac.uk/IPA/ipa.html

Yates, L. (2002). *What is pronunciation?* AMEP Research Centre Fact Sheets. Sydney: NCELTR.

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9 Overhead material for professional development

The Phonemic Chart

VOWELS				DIPHTHONGS			
i:	I	U	u:	Iə	eI		
green	pink	wood	blue	clear	grey		
ɛ	ə	ɜ:	ɔ:	ʊə	ɔI	oʊ	
red	silver	purple	fawn	pure white	turquoise	yellow	
æ	ʌ	ɑ:	ɒ	ɛə	aI	aʊ	
black	rust	khaki	orange	fair	sky blue	brown	
CONSONANTS							
p	b	t	d	tʃ	dʒ	k	g
Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
f	v	θ	ð	s	z	ʃ	ʒ
France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Russia	Malaysia
m	n	ŋ	h	l	r	w	j
Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

An integrated approach to pronunciation

- Teach features of pronunciation from the very beginning stages of learning.
- Assess learners' pronunciation needs in combination with their overall spoken language needs.
- Select contexts, content and topics for pronunciation teaching that are practical, familiar, interesting and motivating.
- Embed a focus on practising various pronunciation features within a larger topic or task.
- Raise learner awareness about how pronunciation contributes to making certain kinds of meaning.
- Encourage learners to monitor their needs and to develop personal strategies for improving different aspects of their pronunciation.
- Introduce learners to a metalanguage and notation system that will assist them to learn more about pronunciation independently, both inside and outside the classroom.

The importance of pronunciation

Key factors in effective communication

- **Intelligibility**

The speaker produces sound patterns that are recognisable as English.

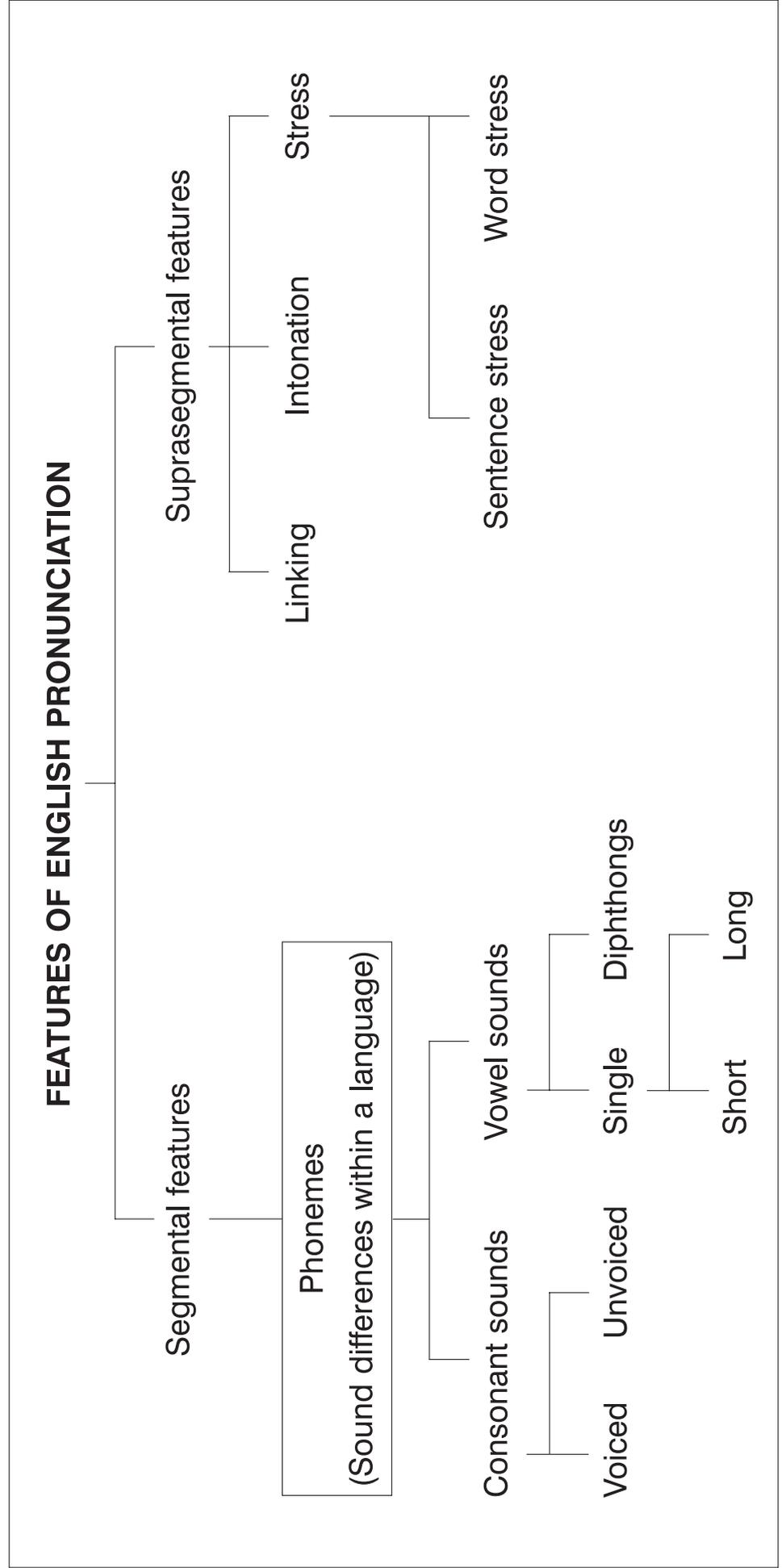
- **Comprehensibility**

The listener is able to understand the meaning of what is said.

- **Interpretability**

The listener is able to understand the purpose of what is said.

An overview of pronunciation



Major features of pronunciation

Segmental (micro) level features

- Sounds (phonemes) – consonants, vowels or their combinations

pet pat

lamp ramp

about abort

say sigh

- Consonant sounds
 - voiced (*v* as in *van*)
 - unvoiced (*f* as in *fan*).
- Vowels sounds
 - single sounds (*a* as in *cat*)
 - short (*æ* as in *cat*) or long (*a* as in *cart*)
 - diphthongs – two vowel sounds put together (*eɪ* as in *Kate*)

Major features of pronunciation

Voice quality and body language

- Voice quality – voice projection
 - volume
 - breath control
 - breath capacity
- Body language – an intrinsic part of expressing meaning
 - eye movement
 - facial expression
 - gesture

Reflection point

Presenter 1: Susan Boyer

Notice how Susan focuses on both macro (suprasegmental) and micro (segmental) aspects.

This enables learners to practise pronunciation at both discourse and single sound levels within a communicative activity.

How do you (or could you) use this approach in the classroom?

Drawing on Susan's approach, develop a short lesson sequence.

Discuss the sequence with your colleagues.

Action point

Presenter 1: Susan Boyer

Try out Susan's teaching sequence with your learners, adapting it where necessary to meet their needs. Where possible, work with other interested colleagues.

During the lesson, observe your learners' responses. Write a short account of your observations during the lesson, and share them with your colleagues.

Reflection point

Presenter 2: Peter Norton

In his sequence, Peter uses pronunciation metalanguage with his learners. Terms such as *pronunciation*, *stress*, *no stress* and *syllable* have already been introduced.

What metalanguage do you (or could you) use in your lessons?

How do your students react to this metalanguage?

What additional terms could you introduce?

If you don't use metalanguage, what other techniques do you find useful when talking about pronunciation with your learners?

Action point

Presenter 2: Peter Norton

Depending on the level of your learners, develop a short dialogue on a topic of interest to them.

Follow or adapt Peter's activities for teaching stress at the suprasegmental level for each utterance in the dialogue.

When your learners have become familiar with the stress patterns, get them to practise the dialogue in pairs.

Note how accurate they are in producing the stress patterns. Where possible, share with your colleagues other activities that could be used to practise suprasegmental stress patterns.

Reflection point

Presenter 3: Jeannette McGregor

Jeannette shows the learners how to use a basic notation system to mark their texts.

They use straight lines to mark phrases, underline to mark stressed syllables in words and upward and downward arrows to indicate intonation contours.

Make a list of any pronunciation notation systems you use and compare notes with your colleagues.

Discuss which types of notation you would use with learners at the following levels:

- beginner
- post-beginner
- intermediate
- upper-intermediate/advanced.

To what extent do your views coincide with those of your colleagues?

Action point

Presenter 3: Jeannette McGregor

Ask a colleague or friend to record a short semi-scripted dialogue with you, on a theme related to the course you are teaching.

Transcribe the recording, and use the steps in Jeannette's sequence to teach all or some of the intonation features to your students.

While the learners are completing Step 5, record their speech. Use the recording to analyse their pronunciation and further diagnose their needs.

Discuss your observations and analysis with your colleagues.

Reflection point

Presenter 4: Philip McIntyre

What are your learners' major needs in linking connected speech?

How do you address these needs?

Make a list of the areas of need and the activities you use. Share your ideas with your colleagues.

Action point

Presenter 4: Philip McIntyre

Depending on the level of your learners, find a written text suitable for developing linking activities.

Use the text, as Philip did, to focus first on written language through reading activities.

Then, based on the text:

- select sentences that are relevant for illustrating different aspects of linking
- develop through a whole-class activity a short spoken dialogue (for example, between friends, neighbours, workmates), based on the main topic of the text
- use the spoken dialogue to revise the aspects of linking you have presented to the learners.

In this way, you can show the learners how written and spoken texts are often linked.

Presenter 4: Philip McIntyre (continued)

- the skills of reading, writing, speaking and listening are not separate but integrated in daily communication
- the language features and grammar of written and spoken texts differ, even when they deal with the same topic
- linking occurs in connected speech.

Where possible, share your texts and dialogues with other teachers and discuss how you presented the activities.

Reflection point

Presenter 5: Peter Banks

In his presentation, Peter says that teachers can 'extend this activity to any topic'.

With your colleagues, brainstorm topics relevant to your learners.

Discuss how the activities Peter presents could be integrated into one or more of these topics.

Action point

Presenter 5: Peter Banks

Using the topic you selected in the previous *Reflection point* activity, develop a lesson plan based on Peter's activities.

Try your plan with your learners, and compare notes with your colleagues on how effectively you felt the activities worked.

Where possible, swap ideas and materials with your colleagues, so that you have a range of new materials on which to draw for teaching this area of pronunciation.

Reflection point

Presenter 6: Margie Sainsbury

Margie focuses on the mechanics of articulation, providing her students with an awareness of the breath capacity and control needed in English, and the positioning of the tongue, lips and jaw for accurate pronunciation of certain sounds.

In what ways do you think these activities might help learners to gain confidence in speaking English?

What activities of this kind do you use in your own classroom? How effective have you found these activities?

Share with your colleagues what responses you have had from your learners.

Action point

Presenter 6: Margie Sainsbury

Use Margie's materials to develop various breath-control exercises that your learners can practise outside the classroom. You may wish to focus on one or two exercises at a time.

Ask the learners to try the exercises over a particular period of time. At the end of this period, discuss with your learners whether they found the exercises helpful and in what ways.

Reflection point

Presenter 7: Stephanie Claire

Are your learners able to articulate their pronunciation needs? If so, how do they describe them?

Discuss with your colleagues the teaching strategies you use to raise learners' awareness of their pronunciation needs.

Action point

Presenter 7: Stephanie Claire

Depending on the level of your learners, select a number of strategies from Stephanie's self-help list and present them to your learners. Ask the learners which of the strategies:

- they already use
- they would be prepared to try out.

Document their answers and prepare a wall-chart, listing learners' names and the strategies they use. Get them to experiment with strategies that are new to them, for an appropriate period of time (a day, a week, a month).

At the end of this period, discuss the outcomes with the learners to see which new strategies they found effective. Add the new strategies to the wall-chart.

Reflection point

Learner observations

Watch the video section on learners' observations about their pronunciation.

Select one or more learners for close analysis of their speech.

Using the *Pronunciation needs analysis checklist*, analyse the learners' suprasegmental needs and/or segmental needs.

Compare your analysis with your colleagues.

Watch the video again to review your group analysis.