TESOL Baltimore March 27, 2003

Principles for building monitoring skills in the classroom

Focus students' attention on core pronunciation features that affect intelligibility.
- Syllables and word stress
- Final morphemic units (-ed, -s)
- Sounds that cause misunderstanding (e.g., more live-leave, less think-tink)
- Sentence focus (phrasing, stress, pitch change)

Start with perception
- Hearing – teacher, audiotape, web sound files
- Seeing – teacher, videotape, partners
- Feeling – face, hands, body

Monitor production
- Mirror
- Partners

Technology: Use multiple presentation modes
- Verbal
- Audio aids
- Visual aids
- Kinesthetic aids

Sequence and spiral learning activities
- Controlled
- Guided
- Independent
- Sounds -> words -> phrases -> dialogs and oral compositions

Have students observe (listen, look, feel) a native speaker pronounce a sound, word, phrase, sentence (teacher or videotape). Use verbal, visual, audio, movement cues during instruction. Use these cues when you guide students and teach them to monitor themselves.

Aural/Oral comparison: **A or B?** Highlight the target feature, which you've taught, with an error you hear students make in contextualized speech.

Ss: My grandFATHer went to the store.
T: Is it your grandFATHer or your GRANDfather?
Ss: GRANDfather
T: That's right! What did he buy?…

T: What is your sister doing?
Ss: She's walking in an office.
T: Is she WALKing or WORKing?
Ss: She's working. She's working in an office.

Tactile: Voicing. Place fingers on the place where vibration should occur.

/z/ zoo	Finger on throat indicates: Feel vibration in your throat.
/v/ very	Finger on lower lip indicates: Feel vibration in your lower lip.
/n/ nine	Finger on nose indicates: Feel vibration in your nose.

Visual: Mouth shape. Teeth-tongue-lip articulation. Learn to self-monitor by looking and comparing yourself to the teacher/native speaker model
Mirror
Camera displaying on TV
Partners act as mirrors

Kinesthetic: The Stress Stretch. Video.
Plummeting financial results: P L U mmeting fi N A Ncial re S U L T S
You have to understand how competitive they are. under S T A N D com P E titive

How these activities help foster students' independence:
- They learn to observe the articulation of sounds with their eyes and ears.
- They compare the shape of their mouth and the sound of their voice with that of a native speaker.
- They learn to associate lip shape, tongue position, facial muscle tension with the target sounds.
- They learn to associate stress with vowel lengthening and larger movements.
- They feel vibration for voiced sounds and lack of vibration for voiceless sounds.
- They observe and monitor other speakers' pronunciation.
- They receive feedback from other listeners (you and classmates).

Principles for Using Technology	Technology for the Pronunciation Class
Promotes learning objectives Contributes to self-awareness, self-monitoring Fosters students' self-sufficiency Permits teacher feedback Is accessible to teacher and students	Audiotape recordings Videotape recordings Interactive language lab Voice mail CD-ROMs Email-transmitted digital speech files

Voice Mail

First give detailed instructions on how to use your voicemail system to record, stop, play back, pause, go forward, go backward, delete, re-record, and send a message.
Then give assignments based on the course learning objectives.

- Record words, phrases, dialogs, paragraphs, songs, chants from the course materials.
- Speech template: complete this paragraph with your own information.
- Record original compositions, respond to questions, etc.

Notes

How doing voice mail assignments helps students build self-sufficiency and independence:

- They're practicing a real life skill – leaving a voice mail message.
- They listen to their recordings (and revise them) before hanging up.
- Leaving a voicemail message makes them practice a lot beforehand!

Digital Sound Files

Reflection: Students summarize comments and revise previous lesson.
Development: Students record a passage from the text with attention to specific sound focus elements.
Expansion: Students create original oral compositions incorporating the target sound elements.
Feedback: You insert corrections and comments into a copy of students' sound files.

Notes

How doing digital sound file assignments helps students build self-sufficiency and independence:

- Recording a sound file is similar to the real life skill of leaving a voice mail message.
- They develop self-awareness and self-monitoring skills by listening to and revising their files.
- They receive written notes about their recording in an email message.
- They receive detailed oral comments and corrections in the sound files you send back.
- This assignment combines (1) reflection and revision with (b) a controlled recording and (c) a guided recording tending toward more independence in content and delivery.

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