

Principles for classroom activities

Focus 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

Sample Activity: Real mirror - Human Mirror

Students use mirrors for intensive practice in articulating sounds. For models, they use (1) you, the teacher, and/or (2) videotape (e.g., Phrase by Phrase Pronunciation). Some students are less embarrassed to stare at a videotape than a real person.

1. Students listen and look. Observe how the sound / word / phrase / sentence / is pronounced. Start small and expand.
 - /i^y/ - /ɪ/
 - leave - live
 - When does he leave?
 - He leaves at three.
 - Where does he live?
 - He lives in Milpitas.
2. Elicit, describe or explain the pronunciation point.
3. Students listen and look first, and then look at their mirrors and repeat.
 - Say "Look up" and pronounce the target word/phrase.
 - Say "Now look at your mirror and repeat."
4. Students practice on their own, while observing themselves in the mirror. Circulate to monitor and guide them.
5. Students pair up and monitor each other.
 - Say "Face your partner and act as a human mirror while you practice..."

How this helps students build self-sufficiency

- They learn to observe the articulation of sounds with their eyes and ears.
- They compare the shape of their mouth and 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 monitor their production in a mirror.
- They monitor another speaker's pronunciation.
- They receive oral feedback from other listeners (you and classmates).

<p>Principles for Technology</p> <p>Promotes learning objectives</p> <p>Contributes to self-awareness self-monitoring</p> <p>Fosters students' self-sufficiency</p> <p>Permits teacher feedback</p> <p>Is accessible to teacher and students</p>	<p>Technology for the Pronunciation Class</p> <p>Audiotape recordings</p> <p>Video tape recordings</p> <p>Language laboratory</p> <p>Voice mail</p> <p>Email-transmitted digital speech files</p>
---	--

Voice Mail Sample Assignment

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 save a message.

Then give an assignment based on your learning objectives.

- Speech template
- Record words, phrases, dialogs, paragraph (from the text or original)
- Record original compositions, respond to questions, etc.

Voice Mail Assignment #1 Due date _____

Hello, Ms. Chan. My name is _____ (say your name slowly and clearly.) My first name is spelled _____. My last name is spelled _____. I'm a student in your ESL 111 Listening and Speaking class. My telephone number is _____.

At home, I speak _____ (what language?) I'm taking your class because I want to improve my listening and pronunciation skills in English. If I study hard and practice using English often, I know I will learn a lot. _____

(Add your own sentence.) Good-bye. I'll see you in class on _____ (what day?)

Listen to voice messages, jot down notes (name, assignment, strengths and weaknesses) on a quarter sheet of paper. Assign grade, if desired. Delete message.

Distribute notes to students. Give a mini-lesson as you hand them out to individuals or do a follow-up with the whole class.

How this helps students build self-sufficiency

- They're practicing a real life skill - leaving a voice mail message.
- They listen to their recordings (and revise them) before hanging up.
- Something about leaving a voice message makes them practice a lot beforehand!
- They get feedback in note form, if not orally too.
- The assignment above is controlled for less proficient speakers (or users of voice mail).

Electronic Sound File Sample Assignment ¹

Email message	Subject: Ch 3 What's for Dinner
<p>Hi Daniel,</p> <p>Attached you'll find three files with my corrections and comments. Review them carefully before doing your next assignment, described below.</p> <p><u>DanWk5a.qcp</u> Summary/Revision. Reflect on your previous recorded assignment and my corrections and comments. Select some words and phrases for revision.</p> <p><u>DanWk5b.qcp</u> Chapter 3 What's for Dinner Record the dialog in the On Your Own section</p> <p><u>DanWk5c.qcp</u> Voice mail message (focus on intonation) You want to celebrate a special occasion (e.g., a birthday, a job promotion, a wedding anniversary) for a close friend or family member. Leave a voice message of about 75-90 seconds and propose an activity (e.g., dinner out, a movie, a weekend in the countryside). Tell what restaurants, or other activities and places you are considering. Give a few details, and ask for a response. Use a conversational tone that includes both statements and questions. As you speak, apply what you have learned about rising and falling intonation patterns for statements, Yes-No questions, WH-questions, choice questions, several items in a list; and reductions.</p> <p>Regards,</p> <p>Marsha</p> <p>Attached files: DanWk4aM.qcp, DanWk4bM.qcp, DanWk4aM.qcp</p>	

How this helps students build self-sufficiency

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

¹ I use this assignment for audiotapes, too.