

What language teachers must know to teach pronunciation

CATESOL 2013 (San Diego, CA)

Teaching of Pronunciation (ToP) Featured Panel

Panelists: Donna Brinton, Marsha Chan, & Judy Gilbert

Moderator: Carmen Roman-Murray



A

Conceptual knowledge: A basic philosophy of pronunciation

1. Spoken language differs from written language.
2. Pronunciation is a physical act.
3. Awareness of vowel duration is essential.
4. Listeners of English perceive the relative importance of information based on stress, intonation, and pausing.
5. Learning how to “listen mindfully” is essential to any kind of pronunciation improvement.
6. Pronunciation can be integrated in classes for all language skills.
7. Some aspects of pronunciation are more important than others
8. Pronunciation work does not disrespect a learner’s L1, home culture, or identity.

B

Descriptive knowledge: The basic facts of pronunciation

1. The smallest building block of pronunciation is the *phoneme* (unit of sound) and its *allophones* (variations).
2. Pronunciation consists of *segmentals* (the individual phonemes) and *suprasegmentals* (stress, intonation, rhythm, and connected speech features)
3. Syllables and stress are the building blocks of rhythm and intonation.
4. Thought groups/tone units are the basis of all *prosody*/suprasegmental work.
5. Pitch change occurs on the most important word (the stressed syllable of the key word/focus word).

Notes

C

Notes

Procedural knowledge: The basic skills needed to teach pronunciation

It is important for teachers to:

1. have a working familiarity with both segmental and suprasegmental features of speech.
2. perceive intonation patterns/pitch changes.
3. perceive variable vowel duration that produces rhythm in English.
4. teach pronunciation in connection with listening discrimination skills.
5. use movement in teaching pronunciation
6. prioritize pronunciation issues for communicative purposes
7. provide useful feedback through demonstration and explanation
8. integrate pronunciation into language teaching.
9. help learners develop automaticity.
10. teach compensatory strategies.

Where else to find us at the CATESOL conference and by email

Donna Brinton <dmbrinton@gmail.com>

Fri 1:15-2:15 Plenary: English Language Teaching Methods—What's New Under the Sun?

Marsha Chan <marsha@sunburstmedia.com>

Fri 8:30-9:30. Using video to flip ESL speaking, listening, and pronunciation

Fri 11:00-12:00. Games employing movement, memory, meaning, mingling, monitoring, and communication.

Sat 10:15-11:45. Learning and teaching the music of spoken English.

Sat 2:30-3:30. Read, write, listen, speak: Projects for integrating language skills.

Fri–Sat 10:00-5:00 Sunburst Media booth in the Exhibit Hall.

Judy Gilbert <judybgilbert@comcast.net>

Fri 9:45-10:45. Teaching Pronunciation: Simplicity is the key

Carmen Roman-Murray <croman@ccsf.edu>

Fri 5:00-5:45. Teaching of Pronunciation Interest Group Networking-Business Meeting.

Pronunciation References and Resources

Professional Reference Texts

- Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford, UK: Oxford University Press.
- Bowen, T., & Marks, J. (1992). *The pronunciation book: Student-centred activities for pronunciation work*. Burnt Mill, Harlow: Longman.
- Brown, A. (Ed.). (1991). *Teaching English pronunciation: A book of readings*. London: Routledge.
- Brown, J. D. (Ed.). (2012). *New ways in teaching connected speech*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (with Griner, B.). (2010). *Teaching pronunciation: A reference for teachers of English to speakers of other languages* (2nd ed.). New York, NY: Cambridge University Press.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford, UK: Oxford University Press.
- Hancock, M. (1996). *Pronunciation games*. Cambridge, UK: Cambridge University Press.
- Hewings, M. (2004). *Pronunciation practice activities: A resource book for teaching English pronunciation*. Cambridge, UK: Cambridge University Press.
- Kelly, G. (2000). *How to teach pronunciation*. Harlow, UK: Longman.
- Kenworthy, J. (1987). *Teaching English pronunciation*. New York, NY: Longman.
- Laroy, C. (1995). *Pronunciation*. Oxford, UK: Oxford University Press.
- Marks, J., & Bowen, T. (2012). *The book of pronunciation: Proposals for a practical pedagogy*. Surrey, UK: Delta.
- Meyers, C., & Holt, S. (2001). *Pronunciation for success*. [Video.] Burnsville, MN: Aspen Productions.
- Morley, J. (Ed.) (1987). *Current perspectives on pronunciation: Practices anchored in theory*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Morley, J. (Ed.) (1994). *Pronunciation pedagogy and theory: New views, new directions*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Nilsen, D. L. F., & Nilsen, A. P. (1973). *Pronunciation contrasts in English*. New York, NY: Regents. [reissued 2010 by Waveland Press, Prospect Heights, IL]
- Shockey, L. (2003). *Sound patterns of spoken English*. Malden, MA: Blackwell.
- Swan, M., & Smith, B. (2000). *Learner English: A guide to interference and other problems* (2nd ed.). Cambridge, UK: Cambridge University Press. [Pronunciation problems by language background]
- Teschner, R. V., & Whitley, M. S. (2004). *Pronouncing English: A stress-based approach with CD-ROM*. Washington, DC: Georgetown University Press.

Classroom Textbooks (with suggested levels)

- Baker, A., & Goldstein, S. (2008). *Pronunciation pairs* (2nd ed.). New York, NY: Cambridge University Press. (Beginning Level)
- Beisbier, B. (1994). *Sounds great: Books 1 and 2*. Boston, MA: Heinle and Heinle. (High Beginning to Intermediate Level)
- Chan, M. (2009). *Phrase by phrase: Pronunciation and listening in American English* (2nd ed.). Sunnyvale, CA: Sunburst Media. (Intermediate-Advanced)
- Dauer, R. M. (1993). *Accurate English: A complete course in pronunciation*. Englewood Cliffs, NJ: Prentice Hall Regents. (High Intermediate-Advanced)
- Gilbert, J. B. (2012). *Clear speech from the start* (2nd ed.). New York, NY: Cambridge University Press. (Beginning)
- Gilbert, J. B. (2012). *Clear speech* (3rd ed.). New York, NY: Cambridge University Press. (Intermediate Level)
- Grant, L. (2010). *Well said: Pronunciation for clear communication* (3rd ed.). Boston, MA: Heinle/Cengage. (High Intermediate to Advanced) See also *Instructor manual*.
- Grant, L. (2007). *Well said intro: Pronunciation for clear communication*. Boston, MA: Thomson/Heinle. (High Beginning to Mid Intermediate)
- Graham, C. (1978). *Jazz chants*. New York, NY: Oxford University Press. (All levels)
- Graham, C. (1986). *Small talk: More jazz chants*. New York, NY: Oxford University Press. (All levels)
- Hewings M., & Goldstein, S. (1998). *Pronunciation plus: Practice through interaction*. Cambridge, UK: Cambridge University Press. (Intermediate)
- Lane, L. (1993). *Focus on pronunciation: Principles and practice for effective communication*. New York, NY: Longman. (Intermediate)
- Miller, S. (2000). *Targeting pronunciation*. Boston, MA: Houghton-Mifflin. (Intermediate to High-Intermediate)
- Noll, M. (2001). *American accent skills: Book 1—Intonation, reductions, and word connections*. Oakland, CA: Ameritalk Press.
- Noll, M. (2001). *American accent skills: Book 2—Vowels and consonants*. Oakland, CA: Ameritalk Press.
- Weinstein, N. (2000). *Whaddya say?: Guided practice in relaxed speech*. White Plains, NY: Prentice Hall Regents/Longman/Pearson. (Intermediate to High Intermediate – Bottom-up Listening)

Suggested Websites for Pronunciation/Listening

http://www.kn.pacbell.com/wired/fil/pages/listlisteninli.html	A Hotlist on Real World Listening – Metasite of authentic sites for student listening practice.
http://www.manythings.org/pp/	American English Pronunciation Practice – Minimal pair practice and quizzes.
http://www.metronomeonline.com/	Emusic’s Metronome Online – Excellent for having students become aware of stress timing in English.
http://www.englishaccentcoach.com/	English Accent Coach – An interactive online game that trains learners to recognize new sounds as a foundation for improved pronunciation.
http://www.englishcentral.com/videos#!/index	English Central – Short video clips which allow users to record their voice line by line in imitation of the native speaker.
http://www.e-pron.com/	English Pronunciation Work – The University of Florida’s pronunciation site for international teaching assistants.
http://www.english-trailers.com/index.php	English Trailers - A free website containing over 100 recent English movie trailers. Excellent for listening comprehension practice and for having students imitation or “shadow” the speakers to practice intonation and rhythm.
http://www.favoritepoem.org/videos.html	Favorite Poem Project – 50 short online video clips of Americans from all walks of life discussing and reading their favorite poem.
http://www.eslenglish.ca/#actonhaptic/csbz	Haptic Pronunciation Teaching – William Acton’s kinesthetic approach to pronunciation teaching.
http://iteslj.org/links/ESL/Pronunciation/	The Internet TESL Journal – An excellent metasite of pronunciation links maintained by the journal.
http://www.youtube.com/user/AccentModification/videos	Kelly Reiter–Speech Trainer - YouTube channel featuring live accent modification sessions with Kelly Reiter, a Los Angeles-based accent coach.
http://lyricstraining.com/	Lyrics Training – Karaoke site providing excellent listening and pronunciation practice.
http://www.uiowa.edu/~acadtech/phonetics/	Phonetics Flash Animation Project – The University of Iowa’s flash project. Includes animated articulatory diagrams.
http://www.photransedit.com/Online/Text2Phonetics.aspx	PhoTransEdit – Enables transcription of English texts into phonetic transcriptions in the International Phonetic Alphabet and provides tips to use the IPA with students.

<p>http://www.youtube.com/PronunciationDoctor</p>	<p>Pronunciation Doctor – Video lessons for learners to practice English pronunciation, listening, connected speech, vocabulary, grammar, dictation, and more.</p>
<p>http://www.phon.ucl.ac.uk/home/johnm/epotd/archive.htm</p>	<p>Pronunciation Tip of the Day – From the Phonetics Department at University College London.</p>
<p>http://www.rachelsenglish.com/how-use-website</p>	<p>Rachel's English - Site demonstrating an English teacher giving video lessons on a variety of pronunciation topics.</p>
<p>http://www.esl-lab.com/</p>	<p>Randall's ESL Cyber Listening Lab – A useful compendium of listening quizzes, vocabulary lessons, and live video—all graded by difficulty level.</p>
<p>http://www.repeatafterus.com/</p>	<p>Repeat After Us – An online library of audio recordings of tongue twisters, nursery rhymes, famous quotations, etc.</p>
<p>http://www.shiporsheep.com/</p>	<p>Ship or Sheep? – Minimal pair practice with mouse-over audio.</p>
<p>http://www.tesol.org/connect/interest-sections/speech-pronunciation-and-listening</p>	<p>Speech, Pronunciation and Listening Interest Section – TESOL's special interest section for teaching oral skills.</p>
<p>http://accent.gmu.edu/</p>	<p>The Speech Accent Archive – George Mason University's samples of accented speech. Good site for teachers to listen to typical pronunciation variations of speakers from a variety of language backgrounds.</p>
<p>http://www.ted.com/</p>	<p>TED.com – Excellent resource for advanced-level listening and shadowing practice.</p>
<p>http://tesoldrama.wordpress.com/about/</p>	<p>TESOL Drama – An e-group affiliated with TESOL's Speech, Pronunciation, Listening Interest Section (SPLIS) devoted to teaching pronunciation through drama.</p>
<p>http://bit.ly/top-ig</p>	<p>ToP-IG – CATESOL's Teaching of Pronunciation interest group.</p>