

Integrating Pronunciation Across the Curriculum

Char Heitman, University of Oregon

Shaping the Way We Teach English - Webinar Course 15

OVERVIEW

I. Why? Rationale

II. What? Which features?

III. How? Activities and tips

Rationale: WHY?

1) Integrated skills

Students speak in all classes

- * Discussions
- * Presentations
- * Group work

Rationale: WHY?

2) Ratio

- * Literate Skills - 12 hours/week
- * Oral Skills - 6 hours/week

Rationale: WHY?

3) Captive audience

- * Pronunciation-only courses are rare

Rationale: WHY?

4) Demand

- * Students want help with
 - * Pronunciation
 - * Intelligibility

Rationale: WHY?

5) Connected

- * Pronunciation instruction improves
 - * Listening skills
 - * Reading comprehension

“Students who are taught about English prosodic patterns often report improved understanding of speech on TV, in movies, and in face-to-face conversations....”

- Judy Gilbert

“Teaching Pronunciation Using the Prosody Pyramid”

TESOL presentation, 2008

“ESL/EFL students ... benefit from phonological awareness activities for clear speaking, listening comprehension and reading development.”

- Linda Grant
ESL Globe, 6(2), 2009

Pronunciation/Listening

Learning to **SAY** words helps students
HEAR them in spoken discourse.

Pronunciation/Reading

Chunking: grouping words into logical units

- * Useful for
 - * Pronunciation
 - * Reading


Rationale: WHY?

6) Systematic spiraling and reinforcement

- * More effective than one-time introduction

WHY? - Recap

1. Integrated Skills
2. Ratio
3. Captive Audience
4. Demand
5. Connected
6. Spiral and reinforce multiple times



What kinds of
pronunciation skills do you
know about and teach?

WHAT?

- 1) Segmentals
- 2) Prosodic features

WHAT?

Segmentals - individual sounds

Examples: [p] [b] [r] [l] [s] [a]

WHAT?

Prosodic features

- * Word stress
- * Intonation
- * Rhythm
- * Thought groups
- * Linking
- * Blending

WHAT?

Recent research suggests prosodic feature instruction is more effective than segmental instruction

Theoretical Background: WHAT?

“We do not advocate eliminating segment-based instruction altogether, but, if the goal of pronunciation teaching is (intelligibility), then it... should include a stronger emphasis on prosody.”

Derwing and Rossiter (2003)

Pronunciation Overview: WHAT?

5+ Core Pronunciation Features

- * Intonation
- * Rhythm/sentence stress
- * Thought groups/chunking
- * Linking/blending
- * Word Stress

+ Vowel & Consonant Sounds

Theoretical Framework: HOW?

- Stage 1:** Description and analysis
- Stage 2:** Listening discrimination
- Stage 3:** Controlled practice
- Stage 4:** Guided practice
- Stage 5:** Communicative practice

Celce Murcia (1996)

Eight Activities: HOW?

Activity Context

Example activities that could be used in a content unit about the **environment**



What are some topics or themes
you work with in your classes?

Activity 1: Word Stress

Focus: Word stress patterns

DEFINITION

Stress: length, strength, volume, pitch

Stressed syllables are

- * Longer
- * Stronger
- * Louder
- * Higher

Activity 1

Word stress chart: chart of possible word stress patterns

O

Oo

oo

Ooo

oOo

ooO

Oooo

oOooo

ooOo

PRACTICE

What is the word stress pattern of _____?

1) global?

a. Oo

b. oO

PRACTICE

What is the word stress pattern of _____?

2) sustain?

a. Oo

b. oO

PRACTICE

What is the word stress pattern of _____?

3) climate?

a. 0o

b. o0

PRACTICE

What is the word stress pattern of _____?

4) pollution?

a. Ooo

b. oOo

c. ooO

PRACTICE

What is the word stress pattern of _____?

5) energy?

a. Ooo

b. oOo

c. ooO

PRACTICE

What is the word stress pattern of _____?

6) introduce?

a. Ooo

b. oOo

c. ooO

PRACTICE

What is the word stress pattern of _____?

7) environment?

- a. Oooo
- b. oOoo
- c. ooOo
- d. oooO

PRACTICE

What is the word stress pattern of _____?

8) sustainable?

a. Oooo

b. oOoo

c. ooOo

d. oooO

O

find
bring

Oo

g**l**obal
O**z**one
cl**i**mate

ooO

re**du**ce
su**st**ain

Ooo

e**n**ergy
re**so**urces
O**xy**gen

ooOo

re**du**ction
po**ll**ution
re**cy**cle

ooO

under**st**and
int**ro**duce

Oooo

ge**n**erator
flu**o**rocarbon
e**co**system

ooOoo

en**vi**ronment
re**ne**wable
su**st**ainable

ooOo

scie**nt**ific
de**fo**restation

O

Oo

oo

Ooo

oOo

ooO

Oooo

oOooo

ooOo

Activity 2: Segmentals

Focus: Sound - spelling correspondences

Activity 2

Students chart words according to the spelling

Activity 2

Think about where these words would go on the chart.

nature
world
dirty

conserve
journalist
dollar
research

-er	-ur	-ir	-or
-our	-ear	-ar	

-er

conserve
river
certain
university
controversial

-ur

turn
nature
during
purpose
burn

-ir

stir
fir
dirty
thirsty
girl

-or

world
attorney

-our

journalist
journey
encourage

-ear

heard
research
learn

-ar

dollar
sugar

Activity 3: Segmentals

Focus: Vowels

Color Vowel Chart (CVC)

A method of teaching sounds of English
with **colors and words** instead of symbols

<http://americanenglish.state.gov/resources/color-vowel-chart>

and

<http://www.colorvowelchart.org/>

Authors: Karen Taylor and Shirley Thomson



Activity 3: Vowels

Students chart words according to the sound of the stressed vowel.




GREEN TEA scientific sustainability	PURPLE SHIRT world	BLUE MOON CO ₂ [si-ow-t <u>u</u> w] re <u>d</u> uce
SILVER PIN scientific sustainability	CUP OF MUSTARD re <u>d</u> uction	WOODEN HOOK
GRAY DAY conserv <u>a</u> tion sust <u>a</u> inable	OLIVE SOCK ec <u>o</u> logy <u>o</u> xygen	ROSE COAT
RED DRESS environm <u>e</u> ntal	ORANGE DOOR global w <u>a</u> rming	BROWN COW
BLACK CAT l <u>a</u> ndfill	WHITE TIE envi <u>r</u> onment rec <u>y</u> cling sci <u>e</u> n ⁱ st	TORQUOISE TOY

Activity 4: Word Stress

Focus: Proper names

Activity 4: Word Stress

- * *Barack OBAma*
- * *Lady GAga*
- * *Lake VicTORia*
- * *Los ANgeles*



What do you notice about which
name or word is stressed in the
proper noun phrases?

Activity 4: Word Stress

Rule: the last word of a proper name phrase gets the most stress

Activity 4: Word Stress

Rachel CARson wrote “Silent SPRING”.

Activity 4: Word Stress

Michael POLLan is lecturing in New York CITY.

Activity 4: Word Stress

Henry David ThoREAU wrote “Life in the WOODS” about his experience living on Walden POND.

Activity 5: Word Stress

Focus: Acronyms

Activity 5: Word Stress

Rule: Last initial in an acronym gets stressed

- *NBA*
- *FBI*
- *GPA*
- *LA*
- *PC*
- *DVD*

Activity 5: Word Stress

Students identify word stress patterns in acronyms in theme-based unit

- **Co2**
- **CFCs**
- **EPA**
- **LEDs**
- **NGO**
- **WHO**
- **UN**

Activity 6: Sentence Stress

Focus: Sentence-level stress

Activity 6: Sentence Stress

Content words:

- * Main verbs
- * Nouns
- * Adjectives
- * Adverbs

Function words:

- * Pronouns
- * Prepositions
- * Articles
- * Auxiliary verbs

Activity 6: Sentence stress

Rule: Content words get stressed

Function words do not get stressed

PRACTICE

Which words will get stressed in this sentence?

My sister went to the zoo on Sunday.

PRACTICE

ANSWER:

My SISTER WENT to the ZOO on SUNDAY.



Which words will get stressed in this sentence?

The EPA has the goal of reducing greenhouse gasses by 20 percent in the next 20 years.



ANSWER:

The EPA has the GOAL of reDUcing
GREENhouse gasses by 20 perCENT in the
next 20 YEARS.



Which words will get stressed in this sentence?

The average temperature of the earth has decreased steadily over the last hundred years.

ANSWER:

The average TEMperature of the EARTH has inCREASED STEADily over the LAST HUNdred YEARS.

Activity 7: Thought Groups/Chunking

Focus: Thought groups/chunking

Activity 7: Thought groups/chunking

Chunk: to group meaningful units of language together and to pause between the units when speaking

Activity 7: Thought groups/chunking

Global warming is the rise in the average temperature of the Earth's atmosphere and oceans since the late 19th century and its projected continuation.

Activity 7: Thought groups/chunking

Global WARMing/ is the rise in the average TEMPerature/ of the Earth's atmosphere and Oceans/since the late 19th CENtury/ and its projected continuAtion./

Activity 7: Thought groups/chunking

Since the early 20th century, the Earth's mean surface temperature has increased by about 1.4 degrees fahrenheit, with about two thirds of the increase occurring since 1980.

Activity 7: Thought groups/chunking

Since the early 20th CENtury,/ the Earth's mean SURface temperature/ has increased by about 1.4 degrees FAHRenheit /with about two thirds of the INcrease occurring/ since 1980.

Activity 8: Intonation

Focus: Rising/falling intonation

Activity 8: Intonation


- * **Falling:** Statements, Wh- questions
- * **Rising:** Y/N questions, doubt, surprise
- * **Rising/falling:** Lists

Examples

- 1) *Do you believe the temperature of the earth is rising? Why or why not?*
- 2) *What do you think is the biggest environmental problem today?*
- 3) *Which is a bigger problem water pollution or air pollution?*

Activity 8: Intonation

Practice and remind students to use intonation patterns in group discussions and pair work activities.



Conclusion: What can you do to improve your ability to incorporate pronunciation in the classroom?

Conclusion: What can you do?

Personal level

- 1) Recognize, create and utilize opportunities for pronunciation instruction and practice.

Conclusion: What can you do?

Personal level

2) Raise awareness of main pronunciation features.

Conclusion: What can you do?

Personal level

3) Contextualize activities as much as possible.

Conclusion: What can you do?

Personal level

- 4) Provide regular on-the-spot pronunciation feedback to students in classes of all skills.

Conclusion: What can you do?

Personal level

- 5) Encourage students to practice outside of class.

Conclusion: What can you do?

Personal level

- 6) Educate yourself. Take a course or workshop, learn about online resources, get involved in professional organizations.

Conclusion: What can you do?

Personal level

- 7) Provide students with online resources and information to practice pronunciation outside of class.

Conclusion: What can we do?

Institutional level

- 1) Design and institute a framework for systematically teaching pronunciation.

Conclusion: What can we do?

Institutional level

- 2) Include pronunciation goals in curricular objectives for all classes.

Conclusion: What can we do?

Institutional level

- 3) Facilitate training and support for teachers.

QUESTION

What professional organizations are you a member of?

Get involved!

TESOL Community Network: Welcome

http://community.tesol.org/welcome.htm

Google

Apple Google Maps YouTube LEGO Hobbit ...gs Play Set Wikipedia News (786) Popular Mall Marriage Lego The Lor...hapter 1 ...

TESOL Community Network: Welcome



Char D. Heltman: Sign-Out | Edit Profile | My Groups | Email Settings

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GO!

Read & Publish

Connect

Attend & Learn

Enhance Your Career

Advance the Field

WELCOME

MY PAGE

PEOPLE

GROUPS

CALENDAR

DISCUSSIONS

LIBRARY

Welcome to the TESOL Community!

The TESOL Community is a place where TESOL members and their colleagues discuss emerging issues in the field, share knowledge and resources, and create peer-to-peer learning communities.

Are you ready to get started?

Introduce yourself: Write a brief bio that discusses your background, your current interests, and anything else you'd like to share with your colleagues.

Upload a photo: A headshot works best. The link has a few guidelines on proper size and other considerations.

Join a discussion: Need some advice about a classroom concern? Have something to say about an emerging issue in the field? You've come to the right place. And like the groups, if you don't see an ongoing discussion that interests you, you can [start one!](#)

Change your interest sections: If you'd like to join or leave an interest section, please use this link rather than contacting the IS community manager. It will ensure that your change is recorded in the TESOL database.

If you have any questions about this community, please contact community@tesol.org.

TESOL Career Center

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The TESOL Blog

IATEFL: PronSIG

pron
SIG



S1

[IATEFL home](#) > [PronSIG home](#)

Welcome to the web-site of the Pronunciation Special Interest Group!

The Pronunciation SIG (PronSIG) is for teachers especially interested in pronunciation and its relationship with other language skills, particularly listening. PronSIG encourages and promotes best practice in pronunciation teaching across a range of contexts, from young learners to professional and academic English.

On this site, you can find out more about the PronSIG by navigating around using the links on the left.

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Good luck!

**Char Heitman
American English Institute
University of Oregon**