Integrating Pronunciation Across the Curriculum

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Shaping the Way We Teach English - Webinar Course 15
I. Why? Rationale

II. What? Which features?

III. How? Activities and tips
1) Integrated skills

Students speak in all classes

* Discussions
* Presentations
* Group work
2) Ratio

- Literate Skills - 12 hours/week
- Oral Skills - 6 hours/week
3) Captive audience

* Pronunciation-only courses are rare
4) Demand

* Students want help with
  * Pronunciation
  * Intelligibility
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
Learning to **SAY** words helps students **HEAR** them in spoken discourse.
Chunking: grouping words into logical units

* Useful for
  * Pronunciation
  * Reading
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?
1) Segmentals
2) Prosodic features
Segmentals - individual sounds

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

* Word stress
* Intonation
* Rhythm
* Thought groups
* Linking
* Blending
Recent research suggests prosodic feature instruction is more effective than segmental instruction
“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

Sue Miller (2005), Targeting Pronunciation textbook
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)
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
**Stress**: length, strength, volume, pitch

Stressed syllables are

- Longer
- Stronger
- Louder
- Higher
Activity 1

Word stress chart: chart of possible word stress patterns
What is the word stress pattern of _____?

1) global?
   a. Oo
   b. oO
What is the word stress pattern of _____?

2) sustain?
   a. Oo
   b. oO
What is the word stress pattern of ______?

3) climate?
   a. Oo
   b. oO
What is the word stress pattern of pollution?

4) pollution?
   a. Ooo
   b. oOo
   c. ooO
What is the word stress pattern of ______?

5) energy?
   a. Ooo
   b. oOo
   c. ooO
What is the word stress pattern of _____?

6) introduce?
   a. Ooo
   b. oOo
   c. ooO
What is the word stress pattern of ____?

7) environment?
   a. Ooooo
   b. oOoo
   c. ooOo
   d. oooO
What is the word stress pattern of ____?

8) sustainable?

a. Oooo
b. oOoo
c. ooOo
d. oooO
<table>
<thead>
<tr>
<th>O</th>
<th>Oo</th>
<th>oO</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>global</td>
<td>reduce</td>
</tr>
<tr>
<td>bring</td>
<td>Ozone</td>
<td>sustain</td>
</tr>
<tr>
<td></td>
<td>climate</td>
<td></td>
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<tr>
<td>Ooo</td>
<td>oOo</td>
<td>ooO</td>
</tr>
<tr>
<td>energy</td>
<td>reduction</td>
<td>understand</td>
</tr>
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<td>resources</td>
<td>pollution</td>
<td>introduce</td>
</tr>
<tr>
<td>Oxygen</td>
<td>recycle</td>
<td></td>
</tr>
<tr>
<td>Ooooo</td>
<td>oOooo</td>
<td>ooOo</td>
</tr>
<tr>
<td>generator</td>
<td>environment</td>
<td>scientific</td>
</tr>
<tr>
<td>fluorocarbon</td>
<td>renewable</td>
<td>deforestation</td>
</tr>
<tr>
<td>ecosystem</td>
<td>sustainable</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Segmentals

**Focus:** Sound - spelling correspondences
Activity 2

Students chart words according to the spelling
<table>
<thead>
<tr>
<th>-er</th>
<th>-ur</th>
<th>-ir</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>nature</td>
<td>conserve</td>
<td>journalist</td>
<td>dollar</td>
</tr>
<tr>
<td>world</td>
<td>dirty</td>
<td>research</td>
<td></td>
</tr>
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<td>-our</td>
<td>-ear</td>
<td>-ar</td>
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<td>-ur</td>
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<tr>
<td></td>
<td>conserve</td>
<td>turn</td>
<td>stir</td>
</tr>
<tr>
<td></td>
<td>river</td>
<td>nature</td>
<td>fir</td>
</tr>
<tr>
<td></td>
<td>certain</td>
<td>during</td>
<td>dirty</td>
</tr>
<tr>
<td></td>
<td>university</td>
<td>purpose</td>
<td>thirsty</td>
</tr>
<tr>
<td></td>
<td>controversial</td>
<td>burn</td>
<td>girl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>-our</th>
<th>-ear</th>
<th>-ar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>journalist</td>
<td>heard</td>
<td>dollar</td>
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<tr>
<td></td>
<td>journey</td>
<td>research</td>
<td>sugar</td>
</tr>
<tr>
<td></td>
<td>encourage</td>
<td>learn</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3: Segmentals

Focus: Vowels
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.
<table>
<thead>
<tr>
<th>GREEN TEA</th>
<th>PURPLE SHIRT</th>
<th>BLUE MOON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>world</td>
<td>CO₂ [si-ow-tuw] reduce</td>
</tr>
<tr>
<td>SILVER PIN</td>
<td>CUP OF MUSTARD</td>
<td>WOODEN HOOK</td>
</tr>
<tr>
<td>scientific</td>
<td>reduction</td>
<td></td>
</tr>
<tr>
<td>sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAY DAY</td>
<td>OLIVE SOCK</td>
<td>ROSE COAT</td>
</tr>
<tr>
<td>conservation</td>
<td>ecology</td>
<td></td>
</tr>
<tr>
<td>sustainable</td>
<td>oxygen</td>
<td></td>
</tr>
<tr>
<td>RED DRESS</td>
<td>ORANGE DOOR</td>
<td>BROWN COW</td>
</tr>
<tr>
<td>environmental</td>
<td>global warming</td>
<td></td>
</tr>
<tr>
<td>BLACK CAT</td>
<td></td>
<td>TORQUOISE TOY</td>
</tr>
<tr>
<td>landfill</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WHITE TIE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recycling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>scientist</td>
<td></td>
</tr>
</tbody>
</table>
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?
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
- EPA
- NGO
- UN
- CFCS
- LEDS
- WHO
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
Rule: Content words get stressed
Function words do not get stressed
Which words will get stressed in this sentence?

My sister went to the zoo on Sunday.
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

**Chunk:** to group meaningful units of language together and to pause between the units when speaking.
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.
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./
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.
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
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?
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.
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.
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.
What professional organizations are you a member of?
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](mailto:community@tesol.org).
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.
Good luck!

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