Integrating pronunciation & independent learning skills into oral communication outcomes for beginner, intermediate & advanced level learners

Glenice Aiken            Marina Pearce

Sponsored by
Association for Teaching English to Speakers of Other Languages NSW

ACTA International Conference - TESOL as Global Trade: Ethics, Equity & Ecology
2 - 5 July 2012            Cairns Convention Centre
Glenice and Marina have extensive experience teaching, delivering professional development, researching and designing materials in the NSW Department of Education, Adult Migrant Education Service (AMES). They have published print and audio materials through NSW AMES / National Centre for English Language Teaching and Research (NCELTR) Macquarie University, and also as an independent publisher, Blackfriars Press (blackfriarspress.com.au).

Marina has delivered teacher training courses in China and is currently working in NSW TAFE. Glenice is currently delivering pronunciation workshops for University of Sydney Learning Centre. Both are designing and presenting Pronunciation / Communication Workshops for tertiary students and professionals from overseas, both privately and for Universities of NSW and Sydney.

Research interests and publications focus on:
- independent learning skills and student self-assessment,
- A/V recording technology skills for self-assessment,
- stabilisation of language acquisition and development of methods and materials,
- oral history as a method promoting the acquisition and generation of more complex, expressive and abstract language.

Their work draws on fields including Linguistics, Drama, Speech Sciences, Multimedia Technology and Resources.

Marina Pearce and Glenice Aiken have campaigned actively throughout their professional careers for equity and access to quality education for migrants and refugees.

That all migrants and refugees resident in a settlement country have the right and access to free, quality and adequate education in the official language of the settlement country and have the right to maintain and develop their first language.

Adult Migrant Education Service Teachers Association & NSW Teachers Federation motion passed at the Conference Against Racism in Canberra in 2000, and passed at the World Conference Against Racism in Durban, South Africa in 2001.
Integrating pronunciation and independent learning skills into oral communication outcomes

Contents

1. Defining and assessing intelligibility 1-3

2. Practical skills and knowledge to help learners monitor and evaluate their pronunciation: an overview 4

Appendix 7

Worksheets and teaching notes 2-38

Background papers

- Principles of Speech Improvement: Course for Speakers of Japanese English
  Speech Sciences, University of Sydney 42

- Learning a New Skill J. Civil 1997
  AMEP/ NCELTR Specialist Skills Course: Teaching Pronunciation Oct.2009 43

- General issues & approaches related to oral communication, & the learning & teaching of pronunciation by adult learners, G.Aiken, M.Pearce 44

Reference list: including multimedia; internet resources; websites

ACTA International Conference
TESOL as Global Trade: Ethics, Equity & Ecology
2 — 5 July 2012 — Cairns Convention Centre
Defining and Assessing Intelligibility

These notes have been adapted from “Draft Fact Sheet on Assessing Intelligibility” produced by Lynda Yates & Jackie Springall, NCELTR, Macquarie University, November 2004, for workshops for AMEP providers in 2004. The CSWE and ASCF assessment criteria used in these notes are the most recent, CSWE published in 2008, ACSF in 2012.

1.1 Defining intelligibility

Context

Since 2003, explicit assessment criteria relating to pronunciation have been included in the spoken outcomes for the Certificates in Spoken and Written English (CSWE), levels 1-4, as well as in the Course for Preliminary Spoken and Written English. The notion of “intelligibility” remains a key criterion, as has been in the performance outcomes of the Australian Core Skills Framework (ACSF) 2008 and 2012. The most recent version of CSWE, reaccredited in 2008, provides more elaboration of pronunciation criteria.

Assessment criteria for CSWE spoken outcomes 2008

<table>
<thead>
<tr>
<th>Pre. Spoken &amp; Written</th>
<th>Sample tasks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Give basic personal information; participate in basic transactional exchange and simple social exchange.</td>
<td>pronounce key words intelligibly</td>
</tr>
<tr>
<td>CSWE I</td>
<td>Provide personal information; participate in short spoken transaction and exchange; give short spoken description; tell short recount</td>
<td>pronounce key words with sufficient sound clarity and stress recognisable by/ intelligible to interlocutor</td>
</tr>
<tr>
<td>CSWE II</td>
<td>Participate in short casual conversation; spoken transaction for information/ goods and services; give information in simple presentation; give spoken instructions; participate in simple interview</td>
<td>pronounce key vocabulary / formulas / utterances with sufficient sound clarity, pausing and stress to be intelligible to interlocutor</td>
</tr>
<tr>
<td>CSWE III</td>
<td>Participates in casual conversation with topic changes, interview, discussion; negotiate complex spoken exchange; give complex instructions</td>
<td>pronounce key vocabulary / utterances with sufficient sound clarity; use pausing, stress, intonation to be intelligible to interlocutor; use pausing to divide information into thought groups, phrases</td>
</tr>
<tr>
<td>CSWE IV</td>
<td>Deliver a presentation; negotiate in a group-work discussion</td>
<td>pronounce utterances intelligibly or use reformulation. Use pausing, stress, intonation; use pace and volume</td>
</tr>
</tbody>
</table>

‘Intelligibility’ is considered to be an achievable and appropriate standard for adult learners rather than aiming for native-like pronunciation.
### Australian Core Skills Framework (ACSF) 2012

**Performance features of oral communication: Focus: pronunciation and fluency**

<table>
<thead>
<tr>
<th>Level</th>
<th>Sample activities</th>
<th>Performance features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asks simple questions; makes statements/ short utterances/ familiar context / personal identification</td>
<td>Produces utterances which may feature variations in pronunciation, <strong>stress</strong> and <strong>intonation</strong>, possibly requiring verification. Uses speech that is characterised by long <strong>pauses</strong>, numerous repetitions, or <strong>isolated words or phrases</strong></td>
</tr>
<tr>
<td>2</td>
<td>Begins to provide key information; simple questions, instructions to obtain goods, services;</td>
<td>Mostly <strong>intelligible</strong> pronunciation, <strong>stress patterns</strong> &amp; <strong>intonation</strong>. Speaks <strong>slowly</strong>, pronounces key words deliberately</td>
</tr>
<tr>
<td>3</td>
<td>Exchanging, obtaining goods services; gathering, providing information; Establishing, maintaining, developing relationship; problem-solving/ everyday situations</td>
<td>Refines intended meaning, varying <strong>speed</strong> and changing <strong>tone</strong> or <strong>emphasis</strong>; Uses pronunciation, <strong>stress patterns</strong> and <strong>intonation which do not obscure meaning</strong> / may require occasional clarification; Uses speech that may be characterised by uneven <strong>flow</strong>; provides <strong>non-verbal feedback</strong></td>
</tr>
<tr>
<td>4</td>
<td>Engages in complex oral negotiations; exploring issues, problem-solving, reconciling points of view, bargaining. Considers aspects. Considers aspects of context, audience &amp; purpose when generating oral texts</td>
<td>Uses stress, <strong>intonation</strong> and <strong>gesture</strong> effectively to convey emotions/ intentions. Uses <strong>intelligible</strong> pronunciation, <strong>stress</strong>, <strong>intonation patterns</strong>. Generally appropriate <strong>flow</strong> / occasional repetition, <strong>hesitation</strong> or <strong>self-correction</strong>. Interprets gesture &amp; other <strong>paralinguistic features</strong></td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates sophisticated control of a range of genres; uses spoken language to make hypotheses, to plan, influence others</td>
<td>Adjusts <strong>stress &amp; intonation</strong> in order to convey mood &amp; meaning. Demonstrates <strong>fluency</strong> in a range of contexts. Reflects on &amp; revises <strong>non-verbal communication to enhance performance</strong></td>
</tr>
</tbody>
</table>

The CSWE outcomes and ACSF performance features both provide a number of criteria by which to assess pronunciation (sound clarity, stress, intonation, phrases, pausing, fluency ). ACSF features also include paralinguistic indicators including ‘facial expression’ and ‘gesture’. In all the CSWE spoken outcomes, teachers need to assess intelligibility and in the ACSF features, intelligibility is an explicit feature in Levels 2 and 4.

Intelligibility is accepted as an achievable and appropriate goal for adult learners rather than aiming for native-like pronunciation. However, as assessors and teachers, we need to be aware of what we mean when determining intelligibility. **Listening is a creative process, and the person listening to a speaker is an important ingredient in determining whether or not the speaker is considered intelligible.** (Yates & Springall Nov. 2004 p.2)
Intelligibility involves:

- **Hearer factors**: familiarity with accent/s, hearing, inferencing skills, knowledge of topic, attitude, etc.
- **Speaker factors**: pronunciation (e.g. stress, intonation, phrasing, sounds), delivery (e.g. hesitations, uncertainty, volume); grammar
- **Contextual factors**: background noise, predictability of language in context

Research

A study which investigated how AMEP teachers and other members of the community assessed intelligibility of learners at CSWE 1 level found that:

- **teachers** tend to estimate that they can understand more and were actually able to understand more of what learners say than members of the general public.
- **individuals** vary enormously in the way they rate intelligibility and this includes teachers, some of whom also express concern that assessing pronunciation negatively could undermine students’ confidence.
- **intelligibility** seems to be a combination of:
  - how much we estimate we can understand and
  - how hard it is for us to understand

It does not seem to mean how much we actually can understand

1.2 Assessing intelligibility:

- **Task design**: The content of many assessment tasks is so predictable, that we do not really need to understand what the learners are saying at all. In assessing intelligibility a good task would be one where the learner has to communicate something the listener doesn’t already know or can predict.
- **Decide how much you understand** in relation to **how hard you had to work** on understanding a speaker
- **Decide the perspective** from which you are making the assessment, for example:
  - as a teacher?
  - “an Australian of average good will” ? (Fraser, 2000)
  - learner’s goal/s: for example:
    - a potential employer/ job interviews for various industries
    - community participation e.g. receptionist/ machine understanding speakers’ responses to emergency telephone menus etc.
- **Moderation**: Teachers need to develop a shared view of intelligibility for assessments to be fair. Moderation sessions should provide the opportunity to:
  - clarify shared understandings of intelligibility
  - moderate assessments of students’ performance on the intelligibility criteria
  - consider different aspects of task design (e.g. predictability, role of teacher and learners’ goals)

*Workshop videos: 1. Pre CSWE students  2. intermediate – advanced student*
2. Overview of practical skills & knowledge to help learners monitor & evaluate their pronunciation

2.1 Knowledge of key language / communication categories

- pronunciation: prosodic features, phonemes (IPA), voice quality, paralinguistic features
- text structures (spoken and written); Q/A, interviews, report, discussion etc)
- terminology to name/discuss learning (resources, objectives etc.)

*Tip:* use standard or commonly-used terminology if possible so that students can check dictionary or grammar reference independently

2.1.1 Prosodic features

(pauses, spoken phrase, stress, linking, schwa, pitch and intonation)
- introduce with accessible, everyday language, e.g. *Jazz Chant* Appendix 4 p. 33
- intonation, pitch and stress, especially when used to highlight a message, is perhaps a more difficult area for many learners. It is easier for students to recognize initially, in recorded texts which are delivered more emphatically.

Useful References

Presenting in English M. Powell; Thomson Heinle (for higher levels)
In Tempo Halina Zawadski NCELTR, provides a course in English pronunciation with detailed class activities and explanations.

2.1.2 Sounds/ IPA:

Work from learner errors which impede intelligibility and gradually become familiar with this area yourself if not already. Students can gain familiarity with the sounds and symbols using *University of Iowa* website or the manual below.

*The Sounds of English* G. Aiken, M. Pearce with audio recording (CD or audio cassette). The material is designed for independent student use. Appendix 3 pp 17-23.

2.2 Staging: Teaching the sounds of English and the phonetic alphabet Appendix 3

1. Listening discrimination – see if students can hear difference between error and target sound
2. If students can discriminate when listening, then tackle articulation
   a. introduce speech organs/ diagram and terms: essential for correction.
   b. use diagrams, descriptions, hand to simulate tongue positions. Visualisation is useful for many students.
   c. *hierarchy of difficulty:* sound, words (with sound in initial, medial, final position), sentences, sentence/extended text which contains target sound
3. regular short periods of independent practice on individual problems, 10 minutes every day; memorisable texts e.g. *Jazz Chants*, songs, job interview material
2.2 Activities to apply knowledge of the sound system

- Dictionary skills sheet  
  o higher levels used with news items, *Job Guide, My Career* (SMH) etc.  
  o beginner levels: dictionary skills/ vocabulary sheets (for stories, dialogues etc)

- Audio / video-recording : integrate into speaking activities whenever possible to promote critical and specific self assessment of pronunciation features.

2.4 Skills

Audio/ video recording

- students’ resources: at the beginning of a course, discuss with students what audio-recording equipment they have and its usefulness for learning English. Suggest they bring it to class for regular recording of activities. Many mobile phones can now record for reasonable lengths of time with good quality.

- technology: demonstrate use of equipment if necessary with whole class then set group/ individual tasks in class or library, volunteer tutor.

*Tip: Many students will already know how to use the latest technology but usually have not used it for formal educational purposes e.g. recording a presentation on their webcam or mobile phone, and downloading on computer for critical self-assessment*

Students have individual audio cassettes, discs, audio files on computer to record their own performances (e.g. short introduction; role plays, interview questions, songs, pronunciation exercises)

*Tip:* date each recording for locating/comparing progress.

- individuals record themselves often; develop familiarity with analysing own voice;  
  o in class, in library/ L.C.; session with conversation tutor  
  o identify and discuss use of resources for recording outside class:  
    ipods, computers, webcam, mobile phones, electronic dictionaries  
  o software recording programs e.g. *Audacity, Evaer*

- downloading/ recording off computer, radio (e.g. 2RPH 1224 AM for daily readings of range of newspapers ), downloading current affairs with audio and text, vocation-related programs (e.g. *ABC Radio National*). Useful to have audio and written text for range of listening/ pronunciation exercises
• **precision listening** to audio recordings e.g. news, dialogues: Students should be familiar with using the audio controls on software programs (e.g. *Windows Media Player*) being able to stop, review and replay at the phrase and word level if desired.

*Tip:* *Some students will have to be guided/advised that they can interrupt a program to review a section/word/phrase. Students will often let a program run on without interruption.*

• **student record-keeping:** keep it brief, specific, quantifiable and identify follow-up objectives, see examples Appendix 2 **pp. 7,11,12**

• **use standard terminology,** wherever possible, used by commonly available dictionaries and grammar books to describe communication/ pronunciation features and to describe the learning process. This makes it easier for students to check up on terms or difficulties independently.

2.5 Using commonly available references & materials for pronunciation

• **grammar book**
  Follow-up on listening comprehension difficulties: predict the pronunciation of grammar as it is commonly spoken.
  ▪ work out the possible verb contractions, unstressed items and linking
  ▪ mark the prosodic features and
  ▪ read aloud / audio record

• **dictionary:** check/improve skills with interpreting IPA, syllable stress, grammar notations and possible changes in pronunciation e.g. ‘advertise’ vs. ‘advertisement’ Appendix **pp.26,27**

• **mobile phones, MP3, computer/webcam:** students bring own equipment for audio/video recording activities.

******************************************************************************
Workshop: Integrating pronunciation & independent learning skills into oral communication outcomes

Appendices
Teaching notes, resources, worksheets

1 Initial course planning
1.1 Integrating pronunciation from day 1
   • Introduce Dictionary use: vocabulary sheet
   • Course information and survey: Beginner levels

2 Analysing & assessing pronunciation: phonemic & prosodic
2.1 ‘Assessing Intelligibility’: formats for teacher and student assessment
   • Beginner levels: Ringing emergency 000 workshop videos
     Introduction to self-assessment
   • Intermediate - Advanced levels: Workplace report
     Oral Presentation transcript + assessment format: workshop video
     o teacher assessment
     o student self-assessment
2.2 ‘Learner English’: summary grid of L1 related phonemic difficulties:

3 Teaching the sounds of English
3.1 the Sounds of English
   i. diagrams and descriptors:
   ii sample list of sounds, words, record sheet
3.2 General tips for practising the sounds
3.3 Activities for classroom and independent use
   Intermediate – Advanced
   Beginner levels: familiarisation with sounds/ symbols (IPA)

4 Teaching the prosodic features
4.2 Linking words in English speech: a summary list of categories of linking
4.3 Introducing prosodic features; Levels 1-4 Jazz Chant

5 Drama techniques / exercises: breath & volume control; articulation

6 Background papers
   • Principles of Speech Improvement: Course for Speakers of Japanese English
     Speech Sciences, University of Sydney
   • Learning a New Skill J. Civil 1997 AMEP/ NCELTR Specialist Skills Course:
     Teaching Pronunciation Oct.2009
   • General issues & approaches related to oral communication, & the learning & teaching of pronunciation by adult learners, G.Aiken, M.Pearce

7 References
Appendix 1

Teaching notes, resources, worksheets

1 Initial course planning
1.1 Integrating pronunciation from day 1
   - Introduce Dictionary use: vocabulary sheet 2
   - Course information and survey: Beginner levels 3, 4
<table>
<thead>
<tr>
<th>Word</th>
<th>Grammar name</th>
<th>Pronunciation</th>
<th>First Language (e.g. Chinese, Russian)</th>
<th>meaning</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dictionary</td>
<td>/dɪkʃənri/</td>
<td>家典</td>
<td></td>
<td>zuo dia</td>
<td></td>
</tr>
<tr>
<td>syllable</td>
<td>/sɪləbəl/</td>
<td>音节</td>
<td></td>
<td>in jie</td>
<td></td>
</tr>
<tr>
<td>course</td>
<td>/kɔːs/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>include</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td>/kən'versən/</td>
<td>会话</td>
<td></td>
<td>huì huà</td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td>/ˈɡræmər/</td>
<td>言法</td>
<td></td>
<td>yǔ fǎ</td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td>/ˈlɪsnɪŋ/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>excursions</td>
<td>/ɪɡˈskɜːrənz/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td>/rɪˈzɜːrvs/</td>
<td>资源</td>
<td></td>
<td>zī yuán</td>
<td></td>
</tr>
<tr>
<td>library</td>
<td>/ˈlaɪbrəri/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>background</td>
<td>/ˈbækgraʊnd/</td>
<td>背景</td>
<td></td>
<td>bèi jīng</td>
<td>Beijing</td>
</tr>
<tr>
<td>education</td>
<td>/ɪdʒuəˈkeɪʃən/</td>
<td>教育</td>
<td></td>
<td>jiào yù</td>
<td></td>
</tr>
<tr>
<td>computer</td>
<td>/kəmˈpjuːtə(r)/</td>
<td>计算机</td>
<td></td>
<td>diàn nào</td>
<td></td>
</tr>
<tr>
<td>photocopy</td>
<td>/ˌfətəʊˈkɒpi/</td>
<td>复印机</td>
<td></td>
<td>fū yìn</td>
<td></td>
</tr>
<tr>
<td>audio-cassette player</td>
<td>/ˈædɪəʊ-ˈkæsɪt ˈpleɪə(r)/</td>
<td>音频机</td>
<td></td>
<td>fēn yīn</td>
<td></td>
</tr>
<tr>
<td>recorder</td>
<td>/ˈrɛkədər/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n. = noun  v. = verb  adj. = adjective  adv. = adverb  prep. = preposition
A.M.E.S. Burwood

29-31 Belmore Street
Burwood NSW 2134
Phone 9744 3885

Course Information & Survey
April, 2010

Programme
AMEP : A202

Course dates
Tuesday, Wednesday 9.00 a.m. – 2.30 p.m. #.

- Computer Room (ECR) 1.00 – 2.30 p.m. Wednesday
- Library is open after class Tues. 2.30 – 4.30 p.m., Wed. 3.00 – 6.00 p.m.

Teacher:
Glenice Aiken

Course information: this course includes
1 Conversation 2 Pronunciation
3 Reading stories 4 Listening to conversation, stories
5 Writing 6 Grammar
7 Computer work 8 Excursions

1 Materials: Bring to class every day:
1. folder A4 / 2 ring
2. dictionary
3. pens; red, blue, black
4. audio recording equipment (to record your speaking and pronunciation)
   - audio-cassette(s) and if possible
   - mobile phone (with audio recording function, OR

2 Resources: Have you got a

2.1 dictionary with pronunciation (IPA*)? (circle answer) YES / NO
2.2 grammar book? YES / NO
2.3 computer at home? YES / NO
2.4 audio-cassette player / recorder? YES / NO
C.D. DVD.
2.5 mobile (with recording function) YES / NO
2.6 MP3 YES / NO
2.7 Does your family speak English? YES / NO
2.8 How much time do you have to study at home per week? hours (p.2)
2.9 Do you belong to a library? YES / NO

# Attendance:
If you cannot arrive at 9 a.m. and leave at 2.30 p.m. please speak with the teacher.
If you cannot complete the 12 week course please inform the teacher.

*IPA = International Phonetic Alphabet
3 Background

1. Date of Arrival: 24.05.1999
2. Date of birth: 18.10.1952
3. First language: Chinese
4. Education:
   a. Primary school: 6 years
   b. Secondary school: 6 years
   c. University/college: 4 years
4a Qualification/s: 
5. Occupation: In your country: Australia
6. Hobbies/Sport: What hobbies or sports do you like?
7. Goals: When you speak good English will you
   1. study at TAFE? Yes/No
   2. get a job? Yes/No
   3. talk with the neighbours? Yes/No
   4. speak English with your family? Yes/No
   5. be happy? Yes/No
   6. 

4. Excursions: Would you like to visit 1 or 2 places during the course?
1. Local library in Burwood: Yes/No
2. NSW Art Gallery: Yes/No
3. the Australian Museum: Yes/No
4. a national park: Yes/No

5. Useful websites
   Pronunciation University of Iowa: http://www.uiowa.edu/~acadtech/phonetics/

2.8 Independent Study Plan:
How much time do you have to study at home per week? .....hours per week

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>9-2:30</td>
<td>9-2:30</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>AMES</td>
<td>AMES</td>
<td>AMES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Teaching notes, resources, worksheets

2 Analysing & assessing pronunciation: phonemic & prosodic
2.1 ‘Assessing Intelligibility’: formats for teacher and student assessment
   - Beginner levels:RINGING EMERGENCY 000 workshop videos
     Introduction to self-assessment 7
   - Intermediate - Advanced levels: Workplace report
     Oral Presentation transcript + assessment format:workshop video 8,9
     o teacher assessment 10,11
     o student self-assessment 12

2.2 ‘Learner English’: summary grid of L1 related phonemic difficulties: 13
Introduction to self-assessment
- class activity
- video & audio-recording of individuals

Assessment includes:
- sounds (IPA),
- syllable stress,
- notation system,
- pronunciation pre-teaching of Alphabet, numbers

<table>
<thead>
<tr>
<th>Date</th>
<th>21/4/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intelligibility</td>
<td>g</td>
</tr>
<tr>
<td>2. Volume</td>
<td>f</td>
</tr>
<tr>
<td>3. Eye language</td>
<td>t</td>
</tr>
<tr>
<td>4. Body language</td>
<td>f</td>
</tr>
<tr>
<td>5. Confidence</td>
<td>t</td>
</tr>
</tbody>
</table>

Assessment: Speaking/ pronunciation

- Sounds (vowels, consonants)
- Syllable stress

Sentence stress

<table>
<thead>
<tr>
<th>Question</th>
<th>1. Burwood Fire Station.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your name?</td>
<td>swirl</td>
</tr>
<tr>
<td>What's your address?</td>
<td>Fire</td>
</tr>
<tr>
<td>Can you spell that please?</td>
<td>Fire</td>
</tr>
<tr>
<td>What's the nearest cross street?</td>
<td>Fire</td>
</tr>
<tr>
<td>Can you give me your number, please?</td>
<td>Fire</td>
</tr>
</tbody>
</table>

Conversation: Emergency telephone call: 000

Answer:

Emergency: Police: Fire

Address:

Unit 345, 1st Floor, 3rd Street, Ashfield, 233

Zhou, Liangbin, 2201

Fire

© Copyright Glenice Aiken, Marina Pearce

Blackfriars Press 2012
Student prepared notes for oral presentation.
Text below is a transcriptions of the video-recorded presentation.

Presentation Practice 29 May 2012:
Project Report

I’ve been working as a marine engineer in the engineering company. Today I want to talk about a marine engineering project on which I have worked from the beginning to completion.

This project was design and build a new berth facility at Port Kembla. The port is managed by the Port Corporation which is a government agent. Our company has a good relationship with the Port Corporation and has carried out a number of tasks for them.

Do you know the meaning of the term “berth”? “Berth” is like a parking place for ships. When a big ship enters into a port, it needs a tug, which is a very powerful little boat, to assist it to manoeuvre in the port and park into the berth.

Do you know where is Port Kembla? Do you? It is close to Wollongong, about 100km at the south of Sydney. It is one of the major ports in NSW. The other two are Port Botany, which is close to the airport and Newcastle, to the north.

So this project was to build new berths for the tugs operating in the port.

The scope of the project was to construct the whole facility over existing sea. It included formation of land for the office and workshop for the tug operator, building a breakwater to protect the berths, and installing the pontoons for the berths for the tugs.

Do you know the term pontoon? Pontoon is the floating wharf for boarding a ship, just like the one at Circular Quay.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Name:**

**Speaking/Pronunciation Work Record and Assessment**
Presentation Practice 29 May 2012:
A talk on a project: Port Kembla New Tug Berth.

I've been working as a marine engineer in the engineering company. Today I want to talk about a marine engineering project on which I have worked from the beginning to completion.

This project was design and build a new berth facility at Port Kembla. The port is managed by the Port Corporation which is a government agent. Our company has a good relationship with the Port Corporation and has carried out a number of tasks for them.

Do you know the meaning of the term “berth”? “Berth” is like a parking place for ships. When a big ship enters into a port, it needs a tug, which is a very powerful little boat, to assist it to manoeuvre in the port and park into the berth.

Do you know where is Port Kembla? Do you? It is close to Wollongong, about 100km, at the south of Sydney. It is one of the major ports in NSW. The other two are Port Botany, which is close to the airport and Newcastle, to the north.

So this project was to build new berths for the tugs operating in the port.

The scope of the project was to construct the whole facility over existing sea. It included formation of land for the office and workshop for the tug operator, building a breakwater to protect the berths, and installing the pontoons for the berths for the tugs.

Do you know the term pontoon? Pontoon is the floating wharf for boarding a ship, just like the one at Circular Quay.

This project also includes required to do dredging to form the harbour for the tug berth.

Dredging involves removing the soil from the seabed to deepen the seabed.

We were involved from the beginning of the project, helping the Port Corporation to study the wave climate of the area and determine the location of the berths.

I was also involved at the early stage of the project.

The Port Corporation originally derived a layout of berth and asked the contractor to
<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation Work Record and Assessment</th>
</tr>
</thead>
</table>

2. **Pronunciation**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen to the words and repeat them.</td>
<td></td>
</tr>
<tr>
<td>2. Identify the sounds in the words.</td>
<td></td>
</tr>
<tr>
<td>3. Practice the sounds in isolation.</td>
<td></td>
</tr>
<tr>
<td>4. Practice the sounds in words.</td>
<td></td>
</tr>
<tr>
<td>5. Practice the sounds in sentences.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>animal with fur</td>
</tr>
<tr>
<td>dog</td>
<td>animal with fur</td>
</tr>
<tr>
<td>fish</td>
<td>aquatic creature</td>
</tr>
</tbody>
</table>

4. **Grammar**

<table>
<thead>
<tr>
<th>Structure</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Practice telling time.</td>
</tr>
<tr>
<td>Past Simple</td>
<td>Practice telling past events.</td>
</tr>
</tbody>
</table>

5. **Listening**

<table>
<thead>
<tr>
<th>Task</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen to the conversation.</td>
<td></td>
</tr>
<tr>
<td>2. Answer the questions.</td>
<td></td>
</tr>
</tbody>
</table>

6. **Speaking**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.全球交流</td>
<td>Practice speaking in front of the class.</td>
</tr>
<tr>
<td>2. Role play</td>
<td>Practice conversations in pairs.</td>
</tr>
</tbody>
</table>

7. **Writing**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a short story.</td>
<td></td>
</tr>
<tr>
<td>2. Write a letter.</td>
<td></td>
</tr>
</tbody>
</table>

8. **Reading**

<table>
<thead>
<tr>
<th>Passage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the text.</td>
<td></td>
</tr>
<tr>
<td>2. Answer the questions.</td>
<td></td>
</tr>
</tbody>
</table>

9. **Research**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore the history of pronunciation.</td>
<td></td>
</tr>
<tr>
<td>2. Research different pronunciation rules.</td>
<td></td>
</tr>
</tbody>
</table>

10. **Assessment**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>8/10</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>9/10</td>
</tr>
<tr>
<td>Grammar</td>
<td>7/10</td>
</tr>
<tr>
<td>Listening</td>
<td>8/10</td>
</tr>
<tr>
<td>Speaking</td>
<td>7/10</td>
</tr>
<tr>
<td>Writing</td>
<td>8/10</td>
</tr>
<tr>
<td>Research</td>
<td>9/10</td>
</tr>
<tr>
<td>Total</td>
<td>40/50</td>
</tr>
<tr>
<td>Date</td>
<td>Activity/Genre</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.29 May 12</td>
<td>presentation on a talk on a project: New tug berth at Port Kembla</td>
</tr>
<tr>
<td>Chinese</td>
<td>Arabic</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>shuǐ</td>
<td>شرب</td>
</tr>
<tr>
<td>shī</td>
<td>شرب</td>
</tr>
<tr>
<td>shēn</td>
<td>شرب</td>
</tr>
<tr>
<td>shēng</td>
<td>شرب</td>
</tr>
</tbody>
</table>

Some common phonemic problems for the following language groups:
## Appendix 3

**Teaching notes, resources, worksheets**

<table>
<thead>
<tr>
<th>3</th>
<th>Teaching the sounds of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><em>the Sounds of English</em></td>
</tr>
<tr>
<td></td>
<td>i. diagrams and descriptors:</td>
</tr>
<tr>
<td></td>
<td>ii sample list of sounds, words, record sheet</td>
</tr>
<tr>
<td>3.2</td>
<td>General tips for practising the sounds</td>
</tr>
<tr>
<td>3.3</td>
<td>Activities for classroom and independent use</td>
</tr>
<tr>
<td></td>
<td>Intermediate – Advanced</td>
</tr>
<tr>
<td></td>
<td>Beginner levels: familiarisation with sounds/ symbols (IPA)</td>
</tr>
<tr>
<td></td>
<td>17-21</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>24-27</td>
</tr>
<tr>
<td></td>
<td>28-32</td>
</tr>
</tbody>
</table>
The Speech Organs
Front Vowels

\[ \text{i} \quad \text{e} \quad \text{æ} \]

As you say these sounds:
- Gradually drop the jaw and tongue and open the mouth wider
- Use the blade of the tongue near the front of the mouth
- For /\i/, spread the lips wide

Central Vowels

\[ \text{æ} \quad \text{ə} \quad \text{ʌ} \]

As you say these sounds:
- Use the tongue in the middle of the mouth
- For /\æ/, relax the mouth; open the lips a little
- For /\ʌ/, drop the jaw and raise the tongue a little

Back Vowels

\[ \text{u} \quad \text{ʊ} \quad \text{ɔ} \quad \text{ʌ} \quad \text{ɑ} \]

As you say these sounds:
- Gradually drop the jaw and back of the tongue
- Open the mouth wider
- Round the lips for /\u/, /\ʊ/ and /\ɔ/.
Diphthongs

Diphthongs are two vowels which merge together (or, alternatively, they can be described as a movement from one vowel to another). They are long sounds.

- for the sound /ɔɪ/ round the lips and then relax them

- for the sound /uə/ round the lips and then relax them
Consonants

1. /p/ /b/  
   - press lips together  
   - release air quickly  
   For voiced sound:  
   - increase pressure of articulator  
   - increase duration of sound  
   - less aspiration  

2. /t/ /d/  
   - touch tooth ridge with tip of tongue  
   - release air quickly  
   For voiced sounds:  
   - increase pressure of articulator  
   - increase duration of sound  
   - less aspiration  

3. /k/ /g/  
   - touch the palate with the back of the tongue  
   - release air quickly  
   For voiced sound:  
   - increase pressure of articulator  
   - increase duration of sound  
   - less aspiration  

4. /tʃ/ /dʒ/  
   - touch tooth ridge with tip of tongue, then  
   - push tongue against upper side teeth  
   - force air quickly down middle of tongue  
   For voiced sound:  
   - increase pressure of articulator  
   - increase duration of sound  
   - less aspiration  

9. /h/ /r/ /y/ /w/  
   - force air out of lungs  
   - curl tip of tongue back  
   - touch upper teeth with sides of tongue  
   - touch upper teeth firmly with sides of tongue  
   - make a small circle with lips  
   - pull the tongue back
Check your pronunciation:
- Look at the diagram
- Use a mirror
- Memorise the descriptions of the sounds you cannot make
- Listen to the tape
- Record yourself

5. /θ/ fail /fæl/ /v/ van /væn/
   - touch upper teeth with lower lip
   - release air continuously
   For voiced sound:
     - increase pressure of articulator
     - increase duration of sound
     - less aspiration

6. /θ/ thank /θænk/ /ð/ there /ðεər/
   - touch upper teeth with tongue
   - release air continuously
   For voiced sound:
     - increase pressure of articulator
     - increase duration of sound
     - less aspiration

7. /s/ sale /sæl/ /z/ zoo /zuː/
   - touch tongue ridge with blade of tongue
   - keep teeth close together
   - release air continuously to make:
     - a hissing sound for /s/
     - a buzzing sound for /z/
   For voiced sound:
     - increase pressure of articulator
     - increase duration of sound
     - less aspiration

8. /ʃ/ shoot /ʃut/ /θ/ pleasure /ˈplɛzər/
   - make the lips round
   - push tongue against side teeth
   - force air continuously down middle of tongue
   For voiced sound:
     - increase pressure of articulator
     - increase duration of sound
     - less aspiration

9. /θ/ lost /lɒst/ /θ/ /rʊn /ræn/ /θ/ /ræŋ /ræŋ/
   - touch tongue ridge with tip of tongue
   - press lips together to hold air
   - release air through nose
   - touch tongue ridge and upper side teeth with tongue
   - release air through nose
   - touch palate with back of tongue
   - release air through nose

© Copyright Glenice Aiken, Marina Pearce
Blackfriars Press 2012
**The Sounds of English**

### Vowels

<table>
<thead>
<tr>
<th>IPA Symbols</th>
<th>Examples</th>
<th>Phoneme Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 o</td>
<td>off /əf/, was /wəz/, what /wɔt/, cough /kɒf/, knowledge /ˈnɒldʒ/</td>
<td>sausage /ˈsɒsɪdʒ/, cauliflower /ˈkʌlɪflaʊə/, holiday /ˈhɒlədʒ/</td>
</tr>
<tr>
<td>8 ɔ</td>
<td>or /ɔ/, saw /sɔ/, bought /bɔt/, daughter /ˈdɑːtə/</td>
<td>water /ˈwɔtə/, born /bɔrn/, quarter /ˈkwɔtə/, before /bɛəf/</td>
</tr>
<tr>
<td></td>
<td>door /dɔ/, board /bɔrd/, four /fɔ/, sure /suər/</td>
<td></td>
</tr>
</tbody>
</table>

### Diphthongs

<table>
<thead>
<tr>
<th>IPA Symbols</th>
<th>Examples</th>
<th>Phoneme Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 ou</td>
<td>go /ɡoʊ/, toe /təʊ/, though /ðəʊ/, road /roʊd/,</td>
<td>odour /ˈɒdə/, don’t /dənt/</td>
</tr>
</tbody>
</table>

### Consonants

<table>
<thead>
<tr>
<th>IPA Symbols</th>
<th>Examples</th>
<th>Phoneme Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 r</td>
<td>road /roʊd/, carry /ˈkærɪ/, wrong /rɒŋ/, rhythm /ˈrɪðəm/</td>
<td>rheumatism /ˈrɪmətɪzəm/, arrive /əˈrɛv/, diary /ˈdaɪəri/</td>
</tr>
<tr>
<td></td>
<td>price /praɪs/, expression /ɪkˈspresʃən/, cockroach /ˈkɒkrəʊʃ/</td>
<td>street /strɪt/, umbrella /ˈʌmbrələ/, library /ˈlaɪbrarɪ/</td>
</tr>
<tr>
<td>44 l</td>
<td>late /ˈleɪt/, light /lait/, yellow /ˈjɛləʊ/, million /ˈmɪljən/</td>
<td>fall /fɔl/, blow /blɔʊ/, fly /flaɪ/, glad /ɡlad/, slow /slau/</td>
</tr>
<tr>
<td></td>
<td>select /səˈlekt/, play /pleɪ/, hopeless /ˈhaupləs/, oil /ɔɪl/</td>
<td>help /hɛlp/, film /fɪlm/, else /els/, alphabet /ˈæləfbæt/</td>
</tr>
<tr>
<td></td>
<td>quarrel /ˈkwɔrəl/, table /ˈteɪбл/, finally /ˈfɪnəli/, finely /ˈfɪnəli/</td>
<td></td>
</tr>
</tbody>
</table>

### Summary Record of Hearing and Pronunciation Problems

<table>
<thead>
<tr>
<th>Date</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ommission</td>
<td>Substitution</td>
</tr>
<tr>
<td></td>
<td>I can't hear these sounds</td>
<td>I confuse these sounds</td>
</tr>
</tbody>
</table>

© Copyright Glenice Aiken, Marina Pearce 2012

Blackfriars Press 2012
General Tips for Practising the Sounds

Using a mirror can help you to make many of the sounds. Look at the illustrations and descriptions (pages 11 to 14). For example, if the sounds /θ/ e.g. "there" and /ð/ e.g. "thank" (page 12 number 6) are difficult to produce, you can see in the mirror if the tip of your tongue is touching the upper front teeth. With /f/ and /v/ (page 12) you can see if your upper teeth are touching the lower lip. With /p/, /b/ (page 11) and /m/ (page 12), see that your lips are pressed together.

Open your mouth wide
- open the mouth, loosen the jaw and yawn
- place thumb and index finger between front teeth when practising vowel sounds
- remove thumb and finger and keep the same opening when saying the vowels

The aspiration of /p/, /t/, /k/ (page 11, numbers 1, 2, 3) can be difficult to make. Hold a piece of paper close to your mouth and make it move with the puff of air when you make these sounds.

The long vowels and diphthongs (pages 13, 14) may be difficult to make long enough. When you practise them, exaggerate the length of the sound - e.g. hold for three seconds.

Your posture can help you speak clearly:
- an upright posture allows you to use your breath to make louder, clearer sounds;
- holding your head up and keeping your mouth free will allow you to open your mouth freely and project your voice (e.g. avoid putting your hand over your mouth or resting your chin in your hand when you are speaking).

The sounds /tʃ/, /ʃ/, /ʒ/, /dʒ/, /kʃ/, /gʃ/, (pages 11 and 12) are made by firmly pressing the sides of the tongue or tongue blade against the tooth ridge and the upper side teeth.
For /tʃ/:
- press the blades of the tongue against the upper side teeth and tooth ridge
- keep this position firm and pull back the front of the tongue a little to make a channel down the middle of the tongue
Practising the Sounds of English: sound, word, sentence

The aim of your practice is to achieve automatic or unconscious control of your new speech. Daily, even 10 minutes concentrated practice, will improve your performance.

A hierarchy of difficulty for practice is sound, word, sentence.

- **sound**: check the diagram and listen to the sound and words (see the Sounds of English, University of Iowa website). Practise saying the sound and use a mirror if possible.
- **word**: listen to list of words which contain the sound at the beginning, middle and end of the word. Add your own list of words containing the problem sound. Practise saying the words alone, then audio-record, listen and check.
- **sentence**: construct short phrases and then sentences using these words. Audio-record and check.

Use practice sheets (see below) for planning and assessing your progress. You could use one sheet for each problem sound.

### Sample practice record for hearing and pronunciation

**Sound /θ/: practise /θ/ and /s/**

If you confuse /θ/ with another sound, do Exercise 1 first. For example a common confusion is /θ/ and /s/, or /θ/ and /t/. If you confuse or substitute these sounds, first listen and practise the difference between the two or three sounds. A useful book and audio recording “Sounds English: A Pronunciation Practice Book”, J.D. O’Connor, C. Fletcher, Longman 1994

<table>
<thead>
<tr>
<th>Exercise 1</th>
<th>Words comparing /θ/ and /s/</th>
<th>phrases/ sentences</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>thick</td>
<td>sick</td>
<td>The wool is thick. The boy is sick. We’re thinking. We’re sinking. I like the thing you sing. Open your mouth. Catch the mouse. My exam is the tenth. I’m tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>date 5/12/2011</td>
<td></td>
</tr>
</tbody>
</table>

**Practise /θ/: sound, word, sentence**

<table>
<thead>
<tr>
<th>Exercise 2</th>
<th>Words: sample list with /θ/ occurring at the beginning, middle, end of words</th>
<th>phrases/ sentences</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>thought</td>
<td>method</td>
<td>I thought it was good. The material is thin. Count to three. The method works if you use it. The electricity must be earthed. Take a deep breath. Your health is important.</td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td>earthed</td>
<td>date 6/12/2011 15 mins. practice I understand how to make sound now. /θ/ - checked in the mirror - good - audio-recorded words &amp; sentences - some words hard - see highlight. Sentences difficult. I have to concentrate. Plan: practise 10-15 mins. daily 1. problem words 2. all sentences - audio-record after practice</td>
<td></td>
</tr>
<tr>
<td>three</td>
<td>path</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>earth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add relevant vocabulary to the above list of words
### Practising the Sounds of English: sound, word, sentence

List the vocabulary relevant to your work, study, interests.

<table>
<thead>
<tr>
<th>Sound / /</th>
</tr>
</thead>
</table>
| **Exercise 1**  
Words comparing / / and / /  
*listen and practise the difference* | phrases/ sentences | assessment |
| date |

<table>
<thead>
<tr>
<th>Practise / /: sound, word, sentence</th>
</tr>
</thead>
</table>
| **Exercise 2**  
Words: sample list with / /  
occurring at the beginning, middle, end of words | phrases/ sentences | assessment |
Explanatory notes in the Dictionary

1. pronunciation
   (citation form**)

   1a. stress mark

   advertise /ˈædvətaɪz/ v., -tised, -tising. -v.t. 1. to give information to the public concerning; make public announcement of, by publication in periodicals, by printed posters, by broadcasting over the radio, television, etc.; to advertise a reward. 2. to praise the good qualities of, in order to induce the public to buy or invest in. 3. to offer (an article) for sale or (a vacancy) to applicants, etc., by placing an advertisement in a newspaper, magazine, etc.: he advertised the post of private secretary. 4. Archaic. To give notice, advice, or information to; to inform. 5. to ask (for) by placing and advertisement in a newspaper, magazine, etc.: to advertise for a house to rent.

   Also, US advertise. [ME advertise (n), from MF, advertiss-, stem of advertir, from L advertere] – advertise, n

   advertisement /ˌædvəˈteɪmənt/ n. any device or public announcement, as a printed notice in a newspaper, a commercial film on television, a neon sign, etc., designed to attract public attention, bring in custom, etc. ...ad Colloq

   Advertisement. Also, U.S., advertizement. [ME, from MF, advertissement]

2. inflected forms or other endings
   -tised = advertised
   -tising = advertising

3. part of speech or grammar name
   e.g. n. = noun
   v. = verb
   v.t. = verb transitive
   adj. = adjective

4. different meanings

5. label
   e.g. colloq. = colloquial
   'ad' is the colloquial form of advertise

6. etymology #
   derivation or history of the word
   ME = Middle English (1100-1500)
   MF = Middle French
   L = Latin

7. alternate spelling

*This is a summary list of explanatory notes. Check your dictionary for a complete list of the abbreviations, signs and symbols which your dictionary uses.

# Knowing the etymology of words may help with guessing the meaning of new vocabulary in some situations e.g. reading comprehension exams.
### Vocabulary and dictionary notes

<table>
<thead>
<tr>
<th>word</th>
<th>pronunciation</th>
<th>meaning/s</th>
<th>label</th>
<th>etymology</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise v.</td>
<td>/'advətaiz/</td>
<td>colloqu. ('ad.' is the colloquial form of advertisement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-tised, -tising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ad. n.</td>
<td>/æd/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advertisement n.</td>
<td>/ədˌvətə'ment/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* part of speech or grammar name  
  e.g. n. = noun;  v. = verb;  v.t. = verb transitive  
  adj. = adjective  
  adv. = adverb

### Exercise:

Check dictionary for pronunciation of new uncertain vocabulary, including syllable stress and write above.

**Should nuclear energy power our future?**      THE SCIENTIST: Barry Brook     SMH Nov. 29, 2010

Yes. Nuclear power uses atomic fission (splitting heavy atoms like uranium and plutonium) to generate vast amounts of heat energy. This can be converted to electricity, or used to synthesise liquid fuels to replace oil. As an energy source, it is more than a million times more concentrated than chemical fuels like coal. Today, nuclear power provides about 15 per cent of the world's electricity, but some countries get far more. France, for instance, sources 80 per cent of its electricity from nuclear fission, and South Korea gets 45 per cent. The US has more than 100 nuclear plants, supplying 20 per cent of its needs. Nuclear energy produces no carbon dioxide emissions when operating. Indeed, if all the world's nuclear power stations were replaced by brown-coal power, an additional 3.5 billion tonnes of CO2 would enter the atmosphere each year.

Practise new words, then practise the word in a sentence. Audiorecord, listen to your recording, and mark problems with highlighter.
Pronunciation of the Alphabet (/ælфæbet/)

<table>
<thead>
<tr>
<th>/eI/</th>
<th>/i:/</th>
<th>/E/</th>
<th>/ai/</th>
<th>/ou/</th>
<th>/w/</th>
<th>/æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>F</td>
<td>I</td>
<td>O</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>H</td>
<td>C</td>
<td>L</td>
<td>Y</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>D</td>
<td>M</td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>E</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>S</td>
<td>P</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pronunciation: focus on vowel lengthening
Activities for Beginner Levels:

Pronunciation of numbers

• 2D
• Emergency 000

one three six nine
1 2 3 4 5 6 7 8 9 10
/ˌwʌn/ /ˈtriː/ /ˈsɪks/ /ˈnaɪn/  

thirteen fifteen
11 12 13 14 15
/ˈθɜːtiːn/ /ˈfɪftiːn/  

16 17 18 19 20

thirty fifty
30 40 50 60
/ˈθɜːti:/ /ˈfɪftiː/  

70 80 90 100

Issues:
• Relationship of spelling & pronunciation
• Syllable stress
• Sounds  
  • finals
  • nasalised finals
  • vowel lengthening
  • clusters
• Spelling and phonetics of complex numbering e.g.
  'one hundred and twenty-five'

101 110 125
/ˌwʌnˈhʌndrɪd ˈænˈtwɛntiːˈfeɪv/  

© Copyright Glenice Aiken, Marina Pearce
Blackfriars Press 2012
## Vocabulary

**Topic:** Pronunciation of names

<table>
<thead>
<tr>
<th>Word</th>
<th>Grammar name</th>
<th>Pronunciation</th>
<th>First Language (e.g. Chinese, Russian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geguang</td>
<td></td>
<td>g3gwang</td>
<td></td>
</tr>
<tr>
<td>Lili</td>
<td></td>
<td>lili</td>
<td></td>
</tr>
<tr>
<td>Feng Sium</td>
<td></td>
<td>fun dzien</td>
<td></td>
</tr>
<tr>
<td>Zenghua</td>
<td></td>
<td>tsəŋ hwa</td>
<td></td>
</tr>
<tr>
<td>Qing Yu</td>
<td></td>
<td>tsing ju</td>
<td></td>
</tr>
<tr>
<td>Kan Sung</td>
<td></td>
<td>ken sung</td>
<td>敏松: mǐn sōng: sensitive</td>
</tr>
<tr>
<td>Wanchang</td>
<td></td>
<td>wantʃaŋ</td>
<td>婉婵: wǎn chán: elegant</td>
</tr>
<tr>
<td>Yulan</td>
<td></td>
<td>jʊlən</td>
<td>于兰: yǔ lán: Yu Lan</td>
</tr>
<tr>
<td>Peihui</td>
<td></td>
<td>peihwej</td>
<td>沛慧: pèi huì: Peihui</td>
</tr>
<tr>
<td>Lida</td>
<td></td>
<td>lida</td>
<td></td>
</tr>
<tr>
<td>Glenice</td>
<td></td>
<td>ɡlənəs</td>
<td></td>
</tr>
<tr>
<td>Marina</td>
<td></td>
<td>marina</td>
<td></td>
</tr>
<tr>
<td>Sianzhong</td>
<td></td>
<td>tsje̞n tsen</td>
<td>山重: shān zhòng: Mountain</td>
</tr>
<tr>
<td>Mei Suan</td>
<td></td>
<td>mei dzuən</td>
<td>美娟: měi juān: Mei Juan</td>
</tr>
<tr>
<td>Si Hong</td>
<td></td>
<td>dzı́hun</td>
<td></td>
</tr>
<tr>
<td>Bi Yu</td>
<td></td>
<td>bi ju</td>
<td></td>
</tr>
<tr>
<td>Sumei</td>
<td></td>
<td>su mei</td>
<td></td>
</tr>
<tr>
<td>Jinger</td>
<td></td>
<td>ziɲe</td>
<td></td>
</tr>
<tr>
<td>Sianguo</td>
<td></td>
<td>dzəŋɡwou</td>
<td></td>
</tr>
<tr>
<td>stress</td>
<td></td>
<td>stres</td>
<td></td>
</tr>
<tr>
<td>syllable</td>
<td></td>
<td>ˈsɪləbl̩</td>
<td></td>
</tr>
</tbody>
</table>

n. = noun  v. = verb  adj. = adjective  adv. = adverb  prep. = preposition

© Copyright Glenice Aiken, Marina Pearce

Blackfriars Press 2012
### Vocabulary

**Topic: Occupations**

<table>
<thead>
<tr>
<th>Word</th>
<th>Grammar name</th>
<th>Pronunciation</th>
<th>First Language (e.g. Chinese, Russian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighter</td>
<td></td>
<td>हार्पा फाइटा</td>
<td></td>
</tr>
<tr>
<td>Fisherman</td>
<td></td>
<td>हिस्मैन</td>
<td></td>
</tr>
<tr>
<td>Gardener</td>
<td></td>
<td>गर्डेनर</td>
<td></td>
</tr>
<tr>
<td>Office worker</td>
<td></td>
<td>ऑफिस वर्कर</td>
<td></td>
</tr>
<tr>
<td>Plumber</td>
<td></td>
<td>प्लमर</td>
<td></td>
</tr>
<tr>
<td>Policeman</td>
<td></td>
<td>पोलिसमन</td>
<td></td>
</tr>
<tr>
<td>Policewoman</td>
<td></td>
<td>पोलिसवोमन</td>
<td></td>
</tr>
<tr>
<td>Process worker</td>
<td></td>
<td>प्रॉसेस वर्कर</td>
<td></td>
</tr>
<tr>
<td>Receptionist</td>
<td></td>
<td>रेसेप्शनर</td>
<td></td>
</tr>
<tr>
<td>Sales assistant</td>
<td></td>
<td>सेल्स एसिस्टन्ट</td>
<td></td>
</tr>
<tr>
<td>School principal</td>
<td></td>
<td>स्कूल प्राइंसिपाल</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td>टीचर</td>
<td></td>
</tr>
<tr>
<td>Vet</td>
<td></td>
<td>वेट</td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td></td>
<td>'वेल्डर</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: Speaking / pronunciation**

<table>
<thead>
<tr>
<th>Date Activity</th>
<th>Sounds</th>
<th>Syllable stress</th>
<th>Sentence stress</th>
<th>1 Assessment</th>
<th>2 Objectives /priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Copyright Glenice Aiken, Marina Pearce

**Blackfriars Press** 2012
**Topic:** Computer room  
**Programme:** The Interactive Picture Dictionary

<table>
<thead>
<tr>
<th>Word</th>
<th>Grammar name</th>
<th>Pronunciation</th>
<th>Chinese</th>
<th>Russian</th>
<th>First Language (e.g. Chinese, Russian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
<td>kam'pjutə</td>
<td></td>
<td>电脑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>programme</td>
<td>'prəʊɡræmz</td>
<td></td>
<td>程序</td>
<td></td>
<td></td>
</tr>
<tr>
<td>headphones</td>
<td>'hɛdfəunz</td>
<td></td>
<td>耳机</td>
<td></td>
<td></td>
</tr>
<tr>
<td>microphone</td>
<td>'maɪkrəfəun</td>
<td></td>
<td>话筒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desktop</td>
<td>'desktəp</td>
<td></td>
<td>桌面</td>
<td></td>
<td></td>
</tr>
<tr>
<td>click</td>
<td>klikt</td>
<td></td>
<td>点击</td>
<td></td>
<td></td>
</tr>
<tr>
<td>double click</td>
<td>dəbəl klɪk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>icon</td>
<td>'aɪkən</td>
<td></td>
<td>图标</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ear icon</td>
<td>ɪə 'aɪkən</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>microphone icon</td>
<td>'maɪkrəfəun ɪəkən</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>select</td>
<td>sə'lektr</td>
<td></td>
<td>选择</td>
<td></td>
<td></td>
</tr>
<tr>
<td>menu</td>
<td>'menju</td>
<td></td>
<td>菜单</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td>maʊs</td>
<td></td>
<td>移动</td>
<td></td>
<td></td>
</tr>
<tr>
<td>list</td>
<td>lɪst</td>
<td></td>
<td>鼠标</td>
<td></td>
<td></td>
</tr>
<tr>
<td>occupations</td>
<td>ɒkˈjuːpərəntz</td>
<td></td>
<td>列表</td>
<td></td>
<td></td>
</tr>
<tr>
<td>button</td>
<td>ˈbætn</td>
<td></td>
<td>工作</td>
<td></td>
<td></td>
</tr>
<tr>
<td>record</td>
<td>ˈrekəd</td>
<td></td>
<td>按键钮</td>
<td></td>
<td></td>
</tr>
<tr>
<td>underline</td>
<td>ˈændələn</td>
<td></td>
<td>记录/幕</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compare</td>
<td>kəmˈprɛə</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voice</td>
<td>vɔis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correct</td>
<td>kəˈrektr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>highlight</td>
<td>ˈhɑləlt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n. = noun  v. = verb  adj. = adjective  adv. = adverb  prep. = preposition
Appendix 4

Teaching notes, resources, worksheets

4 Teaching the prosodic features
4.2 Linking words in English speech: a summary list of categories of linking 34
4.3 Introducing prosodic features; Levels 1-4  Jazz Chant 35
A summary list of categories of linking

1. Consonant linked to vowel

   When_Is_it?  
   /wemizət/  
   eight_o’clock  
   /eɪtəklək/  
   it_opens_at_eight  
   /ɪt’oʊpənzətɪt/  
   come_in_at_eight  
   /kæmənətɪt/

2. Different consonants linked

   What’s_your_name?  
   /wɒts’njɔːnəm/  
   Spell_your_name_please  
   /spel’jɔːnɛmpliz/  

3. Same consonants linked

   telephone_number  what_time  market_town  stop_please/’
   /ˈtɛlfəʊnəmbər/  /ˈwɒtəm/  /ˈmɑːkətn/  /ˈstopliiz/  

4. Dropping or reducing a sound

   /h/  What’s_his_name?  Where_does_he_work?  Is_he_busy?  He_loves_his_job
   /wɒtsɜːznəm/  /weədəziwɜːk/  /ɪz’biːzi/  /hiəlvəzɪdzəb/

   /d/  I_planned_next_week  I_studied_till_three
   /aɪplənɪŋkstwɪk/  /aɪ’stʌdɪtɪlθri/  

   /t/  I_didn’t_know  I_didn’t_do_it  I_want_to_go
   /aɪ’dɪdəntu/  /aɪ’dɪdəntu/  /aɪwɒntəgʊʊ/  

5. Change of sounds when linking two words

   d+/j//=d’y/  What_did_you_do?  Could_you_spell_your_name  Would_you_like_one?
   /wʊtdɪd’du/  /kɒdʒəspel’jɔːnɛm/  /wʊdʒəlaɪkwən/  

   /t+/j//=tʃ/  Can’t_you_come_tonight?  Don’t_you_know?  Wouldn’t_you_like_it?
   /kæntʃəkəmtənɪt/  /dəntʃənʊʊ/  /wʊdəntʃəlaɪkt/  

6. Vowels linked with /w/

   toward  to_order  to_eat  to_Australia  I_came_to_Australia
   /tə’wɔd/  /tu’ɔdə/  /tuwɪt/  /tuwa’streɪlə/  /aɪkɛmtuˈwəstreɪlə/  

7. Vowels linked with /r/

   your_English  how’s_your_English?
   /jɔr’ɪŋglɪʃ/  /hauzjɔr’ɪŋglɪʃ/  

8. Vowels linked with /j/

   hurry_up  we_aren’t_late  we_are
   /’hʌrɪjʌp/  /wi’ænəntlɛt/  /wi’iə/
Introducing the **Prosodic Features** (stress, linking, schwa /ə/)
and common problem sounds.

<table>
<thead>
<tr>
<th>Stress</th>
<th>Banker’s Wife’s Blues</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>key information:</em></td>
<td></td>
</tr>
<tr>
<td>- nouns/names,</td>
<td></td>
</tr>
<tr>
<td>- verbs - main part, negatives</td>
<td></td>
</tr>
<tr>
<td>- adverbs, ‘wh’ words</td>
<td></td>
</tr>
<tr>
<td>- adjectives</td>
<td></td>
</tr>
<tr>
<td>- lengthen the stressed word, especially the stressed vowel</td>
<td></td>
</tr>
<tr>
<td><em>John, bank</em></td>
<td></td>
</tr>
<tr>
<td><em>live, work</em></td>
<td></td>
</tr>
<tr>
<td><em>where, when</em></td>
<td></td>
</tr>
<tr>
<td><em>great, big</em></td>
<td></td>
</tr>
<tr>
<td><em>works</em></td>
<td></td>
</tr>
<tr>
<td><strong>Linking</strong></td>
<td></td>
</tr>
<tr>
<td><em>final sound linked to beginning of next word, e.g.</em></td>
<td></td>
</tr>
<tr>
<td><em>keep the voice going without a break</em></td>
<td></td>
</tr>
<tr>
<td><em>works all night</em></td>
<td></td>
</tr>
<tr>
<td><em>workallnight</em></td>
<td></td>
</tr>
<tr>
<td><strong>schwa (ə)</strong></td>
<td></td>
</tr>
<tr>
<td>- one-syllable words</td>
<td></td>
</tr>
<tr>
<td>- full vowels reduced to short, soft sound /ə/</td>
<td></td>
</tr>
<tr>
<td>Where does John live?</td>
<td></td>
</tr>
<tr>
<td>He lives near the bank.</td>
<td></td>
</tr>
<tr>
<td>Where does he work?</td>
<td></td>
</tr>
<tr>
<td>He works at the bank.</td>
<td></td>
</tr>
<tr>
<td>When does he work?</td>
<td></td>
</tr>
<tr>
<td>He works all day and he works all night at the bank, at the bank, at the great, big, bank.</td>
<td></td>
</tr>
<tr>
<td>Where does he study?</td>
<td></td>
</tr>
<tr>
<td>He studies at the bank.</td>
<td></td>
</tr>
<tr>
<td>Where does he sleep?</td>
<td></td>
</tr>
<tr>
<td>He sleeps at the bank.</td>
<td></td>
</tr>
<tr>
<td>Why does he spend all day, all night at the bank, at the bank?</td>
<td></td>
</tr>
<tr>
<td>Because he loves his bank more than his wife</td>
<td></td>
</tr>
<tr>
<td>And he loves his money more than his life.</td>
<td></td>
</tr>
<tr>
<td><strong>Unstressed items</strong></td>
<td></td>
</tr>
<tr>
<td><em>frequently occurring grammar items:</em></td>
<td></td>
</tr>
<tr>
<td>- some prepositions</td>
<td></td>
</tr>
<tr>
<td>- articles</td>
<td></td>
</tr>
<tr>
<td>- auxiliary verbs</td>
<td></td>
</tr>
<tr>
<td>- pronouns</td>
<td></td>
</tr>
<tr>
<td>- some conjunctions</td>
<td></td>
</tr>
<tr>
<td>- sound softer, shorter than stressed words</td>
<td></td>
</tr>
<tr>
<td><strong>Common problems with sounds</strong></td>
<td></td>
</tr>
<tr>
<td>*/ɔ/ v /ɔ/</td>
<td></td>
</tr>
<tr>
<td>*/æ/ v /ʌ/</td>
<td></td>
</tr>
<tr>
<td><em>Final consonants</em></td>
<td></td>
</tr>
<tr>
<td><em>work v walk</em></td>
<td></td>
</tr>
<tr>
<td><em>bank v bunk</em></td>
<td></td>
</tr>
<tr>
<td><em>work, bank, night</em></td>
<td></td>
</tr>
<tr>
<td><strong>Lengthening final word in each phrase</strong></td>
<td></td>
</tr>
<tr>
<td><em>especially the vowel</em></td>
<td></td>
</tr>
<tr>
<td><em>works all day</em></td>
<td></td>
</tr>
<tr>
<td><strong>Further practice</strong></td>
<td></td>
</tr>
<tr>
<td>1. Memorise part or all of chant</td>
<td></td>
</tr>
<tr>
<td>2. Audio-record</td>
<td></td>
</tr>
<tr>
<td>3. Check for stress, linking, schwa, sounds.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

Teaching notes, resources, worksheets

**Drama techniques / exercises:** breath & volume control; articulation  38, 39
Exercises for speaking and pronunciation practice


1. Breathing exercises

Spend a little time each day to do breathing exercises. Practise using different breath force – a quick explosion of air for /p/, a continuous stream of air for /s/.

- Breathe in. Place your hands on your diaphragm. Think that you are filling up a balloon – push your diaphragm out as you breathe in. Feel your diaphragm pull away from your hands as you breathe out.
- Breathe in, hold for 3, as you breathe out, count 1, 2, 3, 4, 5, 6, 7, ....(count as long as you can until your breath runs out; increase the numbers you count each day)

2. Exercises for different breath force

Practise the breath force needed for the voiceless consonants p, t, f, k, tf, s, j, θ, h.

As you say these sounds, hold a strip of paper in front of your mouth:

- **p, t, k** sudden release of air
  - pain/happen/cheap take/football/looked kind/income/book
- **tf** slower release of air
  - children/question/lunch
- **f, θ, s, j, h** release air continuously
  - fine/offer/enough thought/method/breath so/pencil/thanks
  - shoe/special/wash who/hot/perhaps

3. Exercise for the tongue

Exaggerate the articulation of these sounds

- **t** ten/two/teeth/tea/toes/
  - twenty to ten
  - eight o’clock
- **l** yellow/live/look/light
  - look at the yellow light
- **s j s j** saw/sure/seas/shore
  - Are you sure you saw the sea shore?

4. Exercise the lips

Exaggerate the articulation of these sounds. As you say the sounds /p/ and /f/, hold a strip of paper in front of your mouth

Repeat the sound p p p p p.... pink/ /pink paper/pick up the pink piece of paper/
Repeat the sound f f f f f f.....five/ five flowers/five flowers fell off the table/
Repeat the sound vvvvvvvv...visit/vegic/vowel/voice/verb/video/ever/never/forever/leave/believe/

5. Exercises for the jaw

Say the two sounds /u/, /a/ then join them together. Keep your voice going – don’t stop.

- **u a a a u a u a** Who are you? (Repeat)
Drama techniques for pronunciation practice

Extracts from course notes, National Institute of Dramatic Art (NIDA) Voice Production Workshop, 2008, developed by Carmen Lysiak and Simon Stolley.

Opening the mouth

Many language learners find it difficult to open their mouths wide enough to articulate clearly and intelligibly. This exercise can feel a bit strange because the words are not clearly articulated. Don't worry! You are changing the size of your mouth opening.

Exercise to assist with opening the mouth

- put thumb and index finger in between front teeth
- say the vowel /a/
- take fingers out and try to retain the same space you had as when your fingers were separating your teeth
- say /a/ again. Watch yourself in a mirror. Make sure you are opening your mouth
- now say the following sentence with your thumb and index finger between your front teeth
  a car market in Artamon has a large, smart, fast car!
- take fingers out and repeat the sentence. Look in the mirror and check your mouth opening.

Exercises for clear speech

1. Identify what your problem is e.g.
   - pronouncing final consonants
   - pronouncing initial consonants
   - lengthening the vowels

2. Use one of the following speech methods to emphasise the underlined words in the Jazz Chant He Eats Like A Pig on the right:

   Over articulate the final consonants

   He works like a dog.

   Over articulate the initial consonants

   Well, he eats like a pig

   Exaggerate the length of the vowels

   He smokes like a chimney

3. Practise

4. Record your pronunciation and check

<table>
<thead>
<tr>
<th>Well, He Eats Like A Pig</th>
<th>He drinks like a fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, he eats like a pig</td>
<td>Scotch on the rocks</td>
</tr>
<tr>
<td>He works like a dog</td>
<td>And when he gets mad</td>
</tr>
<tr>
<td>He looks real tough</td>
<td>He hardly talks</td>
</tr>
<tr>
<td>He smokes like a chimney</td>
<td>He cries like a baby</td>
</tr>
<tr>
<td>Four packs a day</td>
<td>When he's feeling sad</td>
</tr>
<tr>
<td>He sleeps like a log</td>
<td>He's the closest friend</td>
</tr>
<tr>
<td>What more can I say?</td>
<td>I've ever had.</td>
</tr>
</tbody>
</table>

Well, He Eats Like A Pig, Jazz Chants, Carolyn Graham, OUP, 1978
Appendix 6

Teaching notes, resources, worksheets

Background papers

- *Principles of Speech Improvement*: Course for Speakers of Japanese English  
  Speech Sciences, University of Sydney  
  42

- *Learning a New Skill* J. Civil 1997  
  AMEP/ NCELTR Specialist Skills Course:  
  Teaching Pronunciation  Oct.2009  
  43

- *General issues & approaches related to oral communication, & the  
  learning & teaching of pronunciation by adult learners*, G.Aiken, M.Pearce  
  44
Principles of speech improvement
based on intensive Speech course for Japanese speakers of English,
University of Sydney, Faculty of health Sciences

1. It is necessary to regularly spend a little time on speech practice. It is not effective to just talk and hope your speech will improve and it is not enough to try to think about your speech while you talk. You need to plan time for speech practice.

2. Practice is aimed towards making new speech patterns automatic or unconsciously competent. When patterns are automatic, you no longer need to think about them. Then you are free to think about what you are trying to say and what the other person is saying. This is why you need to do a lot of practice and to do it regularly.

3. Don’t try to get your speech right all the time. Relax and enjoy communicating with people outside your practice time.

4. Speech practice should proceed in a hierarchy of difficulty. A basic hierarchy is:
   - sounds
   - words
   - sentences
As you get better, put these words in phrases, then sentences and finally in conversation.

5. Gradually add conversation to speech practice time. As you improve, you add time to the speech work, either “outside the classroom”, or outside your usual practice place. Keep this time limited at first, e.g., 10 minutes at morning tea time, or something similar which suits you and your life. This means you cannot predict exactly what you will need to say, and so the demands are more like normal conversation. During this time, you will try to consciously practise one or two items, e.g. a sound.

6. Ask native speakers of English to help you check your speech. Don’t ask them how to say things (after this course you will probably know that even better than they do,) but ask them “Am I saying this right?” and then copy them if they say it differently. You could say “I have been to lessons on improving my speech sounds in English. Could you tell me if you hear me say an /l/ or an /r/ sound wrongly?” People will not point out everything to you, but they will notice some useful things. You need a native speaker to give you this kind of feedback.

7. Use practice sheets to keep track of your practice, e.g. the Speaking and Pronunciation Assessment Record (p. 3). Keep making notes on how you are doing, to keep yourself on track and to plan your practice systematically.

8. Speech improvement takes time. Don’t expect to get it all right immediately. Don’t worry if you seem sometimes to not get something which you managed correctly before or if you are sometimes not sure you are doing it right. All these are normal parts of the process of learning new speech patterns. Give yourself time. If you practise regularly, you will improve.

9. As you improve, add two changes together. This is a higher level of practice. Do not do this until you are consistently achieving both sounds separately. Use the hierarchy – when, for example, you can consistently produce /l/ and /r/ by themselves, in a word and in a sentence, try practising with both sounds in a conversation.

- speech improvement takes time and regular practice – a short time every day is effective
- learn to listen to your own voice: record, record, record – audio &/or video
- aim for unconscious competence: identify a problem, set a goal, memorise, practise

© Copyright Glenice Aiken, Marina Pearce
Blackfriars Press 2012
Learning a new skill


Applying this process to learning English pronunciation

Step 1

The learner is unaware of the differences between features of L1 pronunciation and features of English pronunciation, and doesn’t know why people can’t understand him/her.

Step 2

With awareness, the learner may feel incompetent or that he/she is are getting worse. The learner is aware of differences between L1 pronunciation and English pronunciation but might not yet know how to change his/her pronunciation or how to be consistent in his/her efforts to speak with English pronunciation.

Step 3

The learner is consciously aware of the skills needed to produce certain features of English pronunciation, and may be able to produce these features whilst speaking English in a controlled environment (e.g., in the class whilst participating in structured speaking activity). Even though the learner may seem to have mastered a particular skill, this skill may not be evident outside of this controlled environment.

Step 4

The learner is able to produce a feature of English pronunciation without thinking about it.
2. General issues and approaches related to oral communication and the learning and teaching of pronunciation by adult learners

2.1 aspects of pronunciation
2.2 students’ goals to inform:
   - selection of relevant texts and
   - perspectives for assessment of intelligibility
2.3 listening skills and pronunciation for understanding:
   - the target language / native-speakers and
   - self assessment of performance
2.4 adult learners:
   - issues in learning another language
   - teaching approaches
2.5 approaches and activities to introduce and integrate pronunciation and independent learning skills for beginner levels
2.6 independent learning skills /self assessment versus traditional expectations of the student and teacher roles

2.1 Aspects of pronunciation include:
   - the sounds: vowels, consonants
   - the prosodic features: stress, linking, schwa, pausing, pitch and intonation
   - voice quality e.g. volume, resonance, breath force and control
   - paralinguistic features e.g. eye contact, gesture, facial expression, posture

2.2 Students’ goals can inform both the selection of relevant language/ texts and perspectives for assessment of intelligibility by student and teacher. Short-term and long-term goals, both life goals (e.g. vocational/ community participation) and language learning goals, can be identified initially in a survey at beginning of the course*. Goals may be subsequently refined during the course. Students can take increasing responsibility for selection of relevant texts, spoken and written, including generating their own texts or material.

   Education and life/work experience also provide a valuable set of skills and knowledge that adults bring to learning a language and which can inform the selection of relevant texts. This may be the only source to draw on, at least initially, for some groups of preCSWE.
2.3 Listening skills and pronunciation

2.3.1 Students need to understand the concepts and develop listening skills for analysing:

- **their own speaking performances**: listening and analysing audio/video recordings and then self-monitoring. e.g. Speaking/Pronunciation Work record/Assessment Appendix 2
- **the target language**, English to recognise with confidence
  - L1 comparison / differences with their own language/s (sounds and prosody)
  - the relationship between the written and spoken form of English (not a phonetic language) and consequently
  - symbols for representing the sounds of English (e.g. IPA, syllable stress markers etc.) and the prosodic features

Many students at higher levels of English language proficiency continue to report difficulties with understanding ‘fast’ Aussie speech or native-speakers.

At beginner levels, listening skills development focuses at the word and phrase level - sounds, syllable stress, then linking and intonation.

2.3.2 Understanding native-speaker English: students’ reported difficulties
When talking with more advanced students about how they are managing with their English language learning, they frequently report difficulties with understanding ‘fast’ Aussie speech or native-speakers of English. And it is frequently comprehension of ‘detail’ that is problematic rather than the general or ‘global’ message. They often say: people ‘speak too quickly’ or Australians’ swallow’ their words.

Common listening comprehension difficulties include.

- unstressed words or items in spoken English which often include the ‘schwa’ or reduced vowel. Examples include words that are reduced from their citation or isolate form, when spoken in connected speech: and, but, a, the, was, it, is, at.
- words that are linked together, e.g. look at it, did you, a cup of tea
- verb contractions or short forms: I’m (I am), you’re, John’s going, that’s

These commonly reported difficulties with English language acquisition at advanced levels can inform our teaching of English to beginner level learners.

2.3.3 Beginner levels: prevention of ‘stabilisation’ / acceleration of English language acquisition?
For beginner levels, systematic and explicit exposure to these aspects of English pronunciation (see above), could well contribute to prevention of ‘stabilisation’ of language acquisition, or at least an improvement of the chances. Further, attention to these ‘details’ of communication can ameliorate, if not accelerate, the whole process of language acquisition, including reading and writing (see comments 2.3.5.). If regularly
included at beginner levels, there could be the potential for a marked impact for the learner over the long-term duration of English language learning and acquisition.

2.3.4 Correlation of gaps in listening comprehension, speaking, writing
For many students at more advanced levels, we have observed there is a correlation of these gaps (see above) in listening comprehension, pronunciation and writing. In other words, what is being heard seems to be the dominant influence or model for what is spoken, and also in many cases for what is written, particularly where the written part of an activity requires a quick response e.g. note-taking or dictation. This is probably not surprising.

2.3.5 Stressed and unstressed items in English compared to other languages
The contrast between stressed and unstressed items in English is greater than in the first languages which are generally spoken by students in our classes. So for many learners, it would be reasonable to assume their aural reception and perception of spoken English is not automatically tuned in to hearing or anticipating the unstressed items of spoken English, nor appreciating their contribution to the meaning of the message.

2.3.6 Global comprehension and listening for ‘detail’
Global comprehension listening exercises frequently target stressed items which provides the key information, and the ability to identify the key information is an essential skill. However, unstressed items, which we often refer to as ‘detail’, a term which perhaps suggests to the learner this is a less important aspect of the message, frequently carry meaning which is also essential to the message, including the provision of cohesion to the discourse. For example, cohesive devices that are often unstressed in English include reference (pronouns, articles), modality (e.g. will, would, can, could, should); conjunction (and, but, if). While these unstressed items are frequently referred to as ‘detail’, failure to comprehend them can impact seriously on appreciating the speaker’s intention.

2.3.7 Research in second language acquisition and stabilisation
A study in second language acquisition (M. Johnson, M Pienemann ‘84) identified a set of items, (morphemes including, ‘ed’, ‘s’, ’ing’, articles: ‘a’, the) which were consistently not being acquired across all levels, from beginner to intermediate ESL proficiency. There is a strong correlation between this pattern of acquisition and the items which learners are not hearing and/or comprehending in ‘fast’ native-speaker English.

Language acquisition research such as this, combined with what our students have been reporting consistently over the years, make a compelling argument for paying attention to the learning and teaching of these items from day 1.
2.4 Issues for adults learning pronunciation

2.4.1 Some of the issues that adults face in learning another language commonly include:
- fewer opportunities to speak, and often greater self-consciousness than young children
- possible lack of awareness as to how different they sound
- awareness of the time and regular practice needed to achieve intelligibility
- influence of first language/s which can act as a filter for both listening and speaking/ pronunciation

Give it a Go L. Yates & B. Zielinski 2009
Learner English Swan & Smith 1987, 2001) Summary L1 phonemic influences p.13
Learning a New Skill J. Civil 1997 Appendix 6 p.43

2.4.2 General approaches to teaching pronunciation for adults
- explicit teaching of aspects of pronunciation with introductory presentations. Initial teacher presentations early in a course provide an opportunity to set up ways for;
  o illustrating the aspects of pronunciation,
  o start using a set of terms/ technical language /symbols to describe and provide feedback, and
  o establishing a notation system e.g. to mark pausing, stress, linking, pitch and intonation.
- develop a repertoire of ways of illustrating the aspects of pronunciation ‘on the run’, for practising, and for providing feedback in an ongoing way, and facilitating ongoing integration of pronunciation in regular class activities
- student awareness of available resources ( i.e. available to the student outside the classroom) which can be used for educational purposes: audio/video recording using mobile phones, MP3,4, webcam. Let students get used to hearing and then critically evaluating their own recorded (audio and video) voices/performances.
- self assessment: recording(audio/ video) repeatedly, in and out of the classroom, of students speaking / pronunciation to promote the skill, knowledge and attitude that they can make judgements about their own performance against explicit criteria. (preCSWE video and Assessment format App.2 p. 7)
- awareness of influence of L1 and that it takes planned and systematic effort for most adults to acquire consistently intelligible pronunciation of the target language
- focussed listening on a range of models and identifying range of features; prosodic and phonemic and provide opportunities to discuss and note how it differs to L1.
- models for speaking and pronunciation: While students need to be able to listen to, and understand a range of English speaking models, the goal of intelligibility suggests a choice of model/s widely recognised as intelligible. Discuss with students
- provide audio recordings of text handouts whenever possible, which can be accessed at home. Apart from CSWE on line, teachers can record sound files using programs such as Audacity.
• **time and consistent practice** inside and outside the classroom with the understanding that change is gradual and can at times regress.

2.5 **Overview of approaches and activities to promote the integration of pronunciation and independent learning skills for beginner level learners**

• **course planning**: course survey/discussion with students at the beginning of a 10-12 week course to identify background education/skills, interests, resources e.g. time, people network, mobiles, webcam, MP3, electronic dictionaries etc. to audio/video record.

  At a minimum, the **student profiles and background** from the initial interview provide some idea of education, work history and the possible related foundation of knowledge, skills, resources the student brings with them to engage with learning a language and dealing with particular topics and texts, spoken and written, and the aspects of the language involved.

  For example, in our experience, most of the students from China are literate and are aware of the phonemic system of *pinyin* even if they don’t write it. This suggests they have at least the concept of a necessary set of phonemic symbols to represent a written language and could readily engage with the notion of another set of phonemic symbols to represent a target language which, similar to their own language, is not represented phonetically by the writing.

• **filing system/s** (in folders: hard copy + computer) to categorise and name language and learning activities

• **vocabulary sheets** to encourage dictionary use (entries for grammar, IPA, as well as meaning) for each activity

• **pronunciation / teacher presentations to establish fundamentals**, including terminology, for subsequent integration ‘on the run’, in range of activities
  o sounds: including toolkit to illustrate aspects of pronunciation, including diagrams, posters, mirrors, breathing exercises, hand gestures to simulate tongue positions for articulation of sounds
  o prosodic features: initial focus on syllable stress, phrase/sentence stress then pausing, intonation, linking +
  o symbols/notation system to represent these aspects of pronunciation

• **activities to assist familiarisation with sounds / IPA**:  
  o class activities: students’ names in IPA, pronunciation of alphabet, numbers

  o ID; Emergency telephone 000

• **audio / video recording**: role plays; ID, short introductions to facilitate/promote self assessment

• **volunteer tutor**: audio recording of prepared role plays; Q/A e.g. ID to allow for replay and assessment/objectives-setting by student and teacher
CALL activities (computer assisted language learning) to promote audio recording and self-assessment of pronunciation and listening

- computer skills development (mouse/ navigation skills), terminology; audio-recording; setting up email address, sending sound files
- programs for beginners: sound / syllable stress assessment
  - Interactive Picture Dictionary, Alphabet (audio-recording and self-assessing)
  - Audacity (audio-recording program); Windows Media Player
  - internet resources: University of Iowa;
- self-assessment: engaging students to undertake;
  - detailed listening for sound / syllable stress (Picture Dictionary)
  - comparison of performance with model involving critical listening to performance and making judgement using terminology e.g. “correct or not”, identifying sounds, syllable stress and
  - maintain a brief written record involving judgement of performance against specific criteria e.g. Assessment of role play pp7.

Preparatory teaching in classroom before going to ECR is needed initially, to familiarise with language of instruction to use computer and program/s, technical vocabulary, and language for self-assessment. pp31,32

2.6 Teaching independent learning skills

Traditional expectations about teacher and student roles

The majority of adult students come with traditional expectations about the roles of the teacher and the student, and in many cases, they do not believe they are capable of assessing their own language-learning progress in a detailed and useful way.

Teaching self-assessment and independent learning skills involves activities which are initially teacher-directed and structured but involve the student from early in the course, in an increasing amount of decision-making about materials and methods relevant to their goals (both life goals and language-learning) and to some extent, programming; e.g. learning centre activities or deciding on a conversation topic with a volunteer tutor.

Initially this decision-making is mainly in the classroom context but then extends to the individual’s environment.

An important objective of the course is that students gain increased confidence, and knowledge of criteria to analyse and judge their language learning. This provides an expanding basis for making decisions about further language-learning objectives.

(Video: preCSWE student judges performances and decides on further practice at home)

Assessment formats pp. 7,10,12

A concurrent objective is for students to gain an increased awareness of resources, which can be used for educational purposes, including a fuller use of resources for language-learning readily available in their environment outside the classroom. This could include using their webcam to record job interview answers, or being aware the dictionary provides syllable stress markings and grammar notations; using their grammar book to predict how a native-speaker might pronounce English grammar e.g. the pronunciation of verb contractions; endings ‘ed’, ‘s’; unstressed items.
Integrating pronunciation and independent learning skills into oral communication outcomes.

References & Bibliography

L1 background information and practical exercises

1. Avery, P. et al, 1987, Problems of selected language groups, TESL Talk, (Canada), 17.(1), pp.95-113
2. Swan, M and Smith, B. 1987, 2001 Learner English, CUP
3. O’Connor J.D. & Fletcher C., Sounds English, Longman 1989
4. Zawadzki, H. and Boyd, L. 1986, Continuous Phonation as a technique for the teaching of pronunciation to Vietnamese learners, AMES Program Development Project

The Prosodic Features

2. Graham, C. 1986, Small Talk: More Jazz Chants, OUP
3. Powell, M. 2002, Presenting in English: how to give successful presentations, book and tape (British English) Thomson Heinle

Articulation practice of phonemes (using IPA)


Use of drama techniques to practise speaking and pronunciation

1. Archibald, J. Developing Natural and Confident Speech: Drama Techniques in the Pronunciation Class TESL Talk, (Canada), 17.(1), pp. 153-159
2. NIDA Voice Course 2008 (pp. 47-48 booklet) course notes by Carmen Lysiak, Simon Stollery, adapted by M. Pearce & G. Aiken for ESL teaching

Pronunciation Pedagogy – theory and practice

Issues in teaching pronunciation and listening

2. Selinker, Zhao Hong Han; Birbeck College, University of London Fossilization; an interlanguage/empirical pedagogical approach 1997

Background to Phonetics and Phonology

2. Malmberg, B. 1963, Phonetics-Physiological phonetics, Experimental phonetics, Evolutionary phonetics, Phonemics, Dover

Web-based resources

1. UCLA Phonetics Lab Data http://www.phonetics.ucla.edu/
2. International Phonetic Association website http://www.langsci.ucl.ac.uk/ipa/ipa_redirects.php
3. University of IOWA http://www.uiowa.edu/~acadtech/phonetics/
4. ABC Radio National on the Internet: Audio files and transcripts of reports, current affairs, lifestyle issues, etc. http://www.abc.net.au/rn

Listening material

2. Videotrain Workplace Scenarios Topics include Assertiveness Training, Handling Complaints. 1994

Multimedia

Learning a new skill


Applying this process to learning English pronunciation

Step 1

The learner is unaware of the differences between features of L1 pronunciation and features of English pronunciation, and doesn't know why people can't understand him/her.

Step 2

With awareness, the learner may feel incompetent or that he/she is are getting worse. The learner is aware of differences between L1 pronunciation and English pronunciation but might not yet know how to change his/her pronunciation or how to be consistent in his/her efforts to speak with English pronunciation.

Step 3

The learner is consciously aware of the skills needed to produce certain features of English pronunciation, and may be able to produce these features whilst speaking English in a controlled environment (e.g., in the class whilst participating in structured speaking activity). Even though the learner may seem to have mastered a particular skill, this skill may not be evident outside of this controlled environment.

Step 4

The learner is able to produce a feature of English pronunciation without thinking about it.