

Pronunciation Boot Camp: Teaching the Musical Aspects of Pronunciation

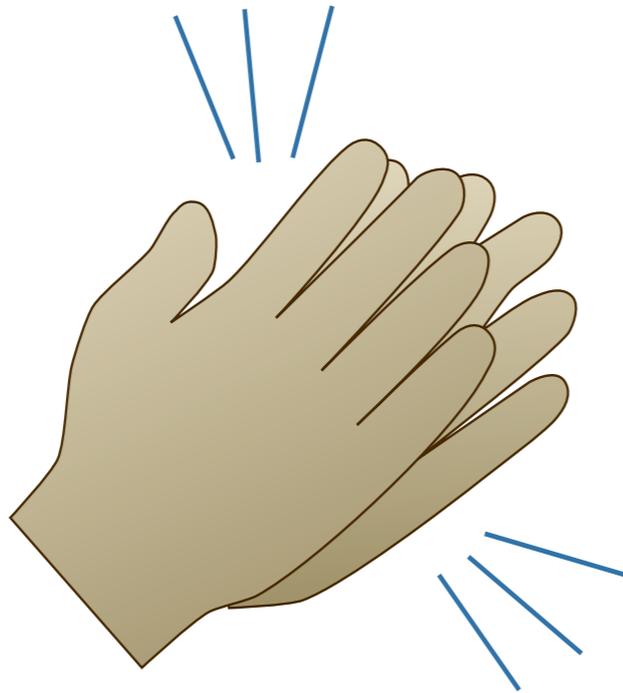
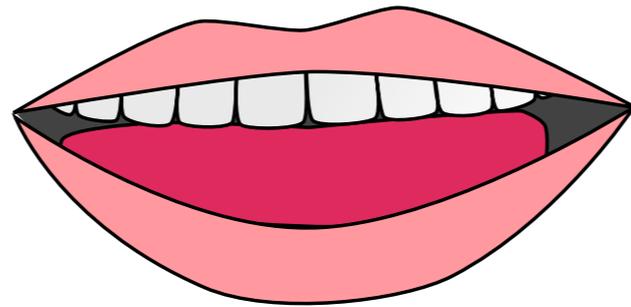
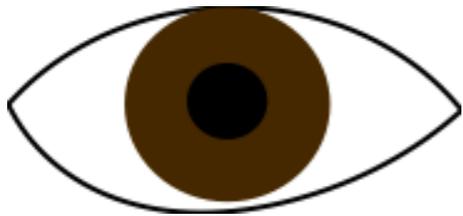
Marla Yoshida

UC Irvine Extension • International Programs
TESOL Convention & Expo • Baltimore, Maryland
April, 2016

The musical aspects of pronunciation:

- Syllables and word stress
- Rhythm
- Thought groups
- Prominence
- Intonation
- Connected speech.

We can practice the musical aspects of pronunciation using sight, sound, movement, and authentic materials.



Syllables and word stress

How many syllables do these words have?

How many might your students think they have?

- cat
- table
- imitation
- spring
- chocolate

Syllables and word stress

How many syllables do these words have?

How many might your students think they have?

- cat **1**
- ta•ble **2**
- i•mi•ta•tion **4**
- spring **1**
- choc•olate **2** (generally)

How are stressed syllables different?

They can be longer

consonant

louder



consonant

higher in pitch

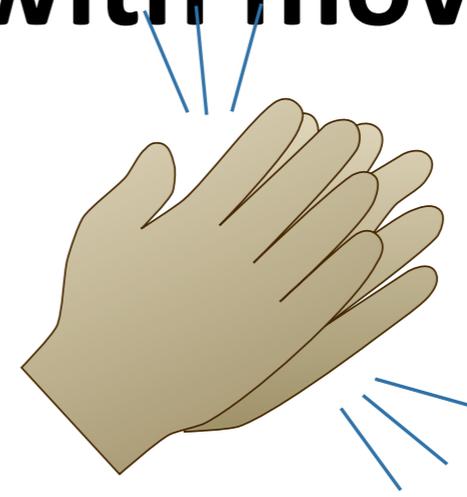
con[♪]sonant[♪]

and they have a clearer vowel sound.

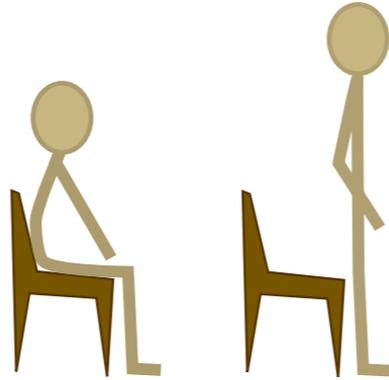
con[♪]sənənt

Mark the stressed syllable with movement

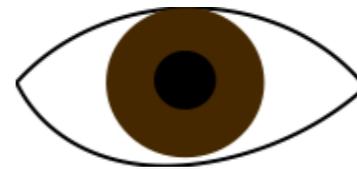
- Clap, tap, stomp, or nod



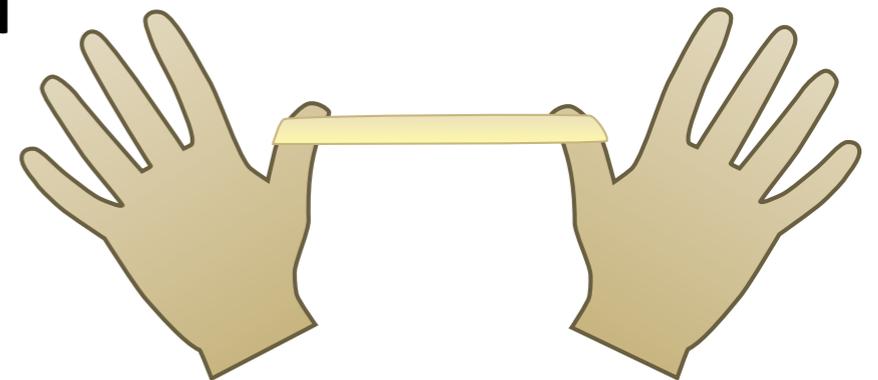
- Stand up



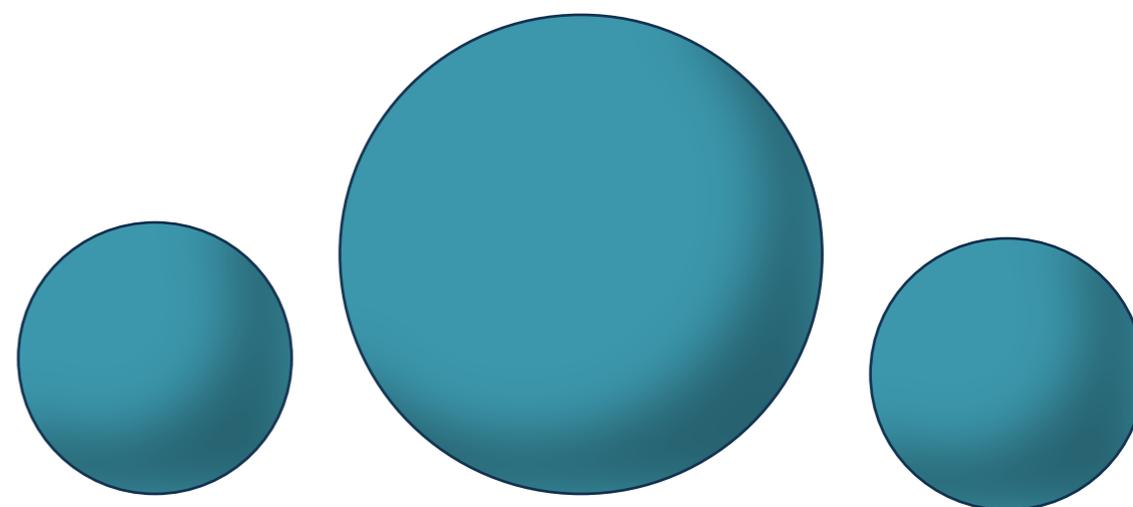
- Open your eyes wider



- Stretch a rubber band (if you trust your students not to get into trouble with it!)



Syllable models

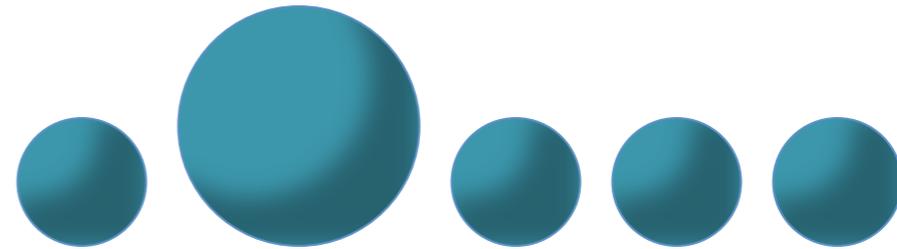


Make a syllable model of these words:

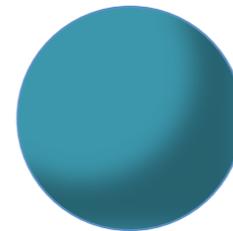
- refrigerator
- strong
- imitate
- imitation

Make a syllable model of these words:

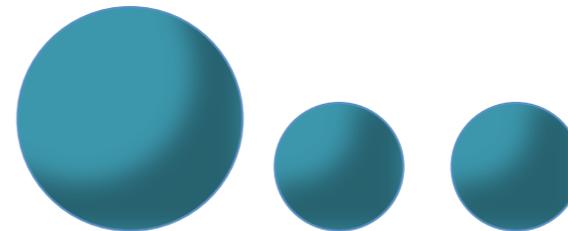
• re • **fri** • ge • ra • tor



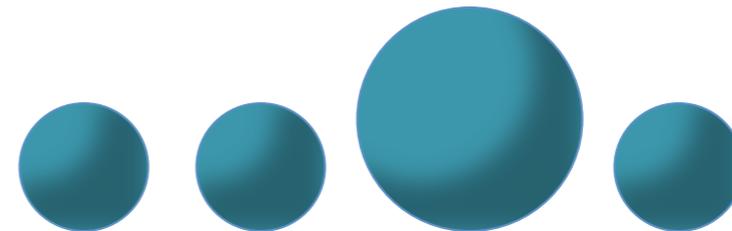
• **strong**



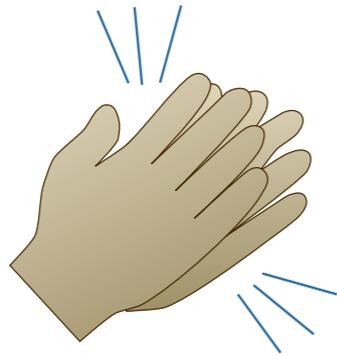
• i • mi • tate



• i • mi • **ta** • tion



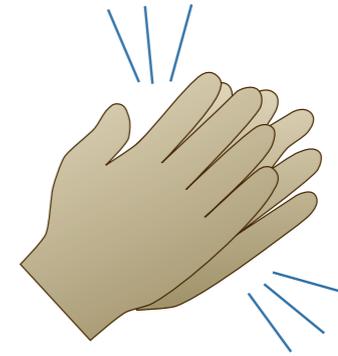
Clap to the rhythm



KIDS



SANG



SONGS.

The KIDS

SANG some SONGS.

The CHILDrEn have SUNG a few SONGS.

The CHILDrEn might have been SINGing some SONGS.

Chants, poems, and rhymes

What's for dinner?

What's for dinner?

Soup and salad

Bread and butter

Cake and ice cream for dessert.

Set the table!

Set the table!

Plates and glasses

Forks and spoons

Now we're ready. Let's all eat!

Chants, poems, and rhymes

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.

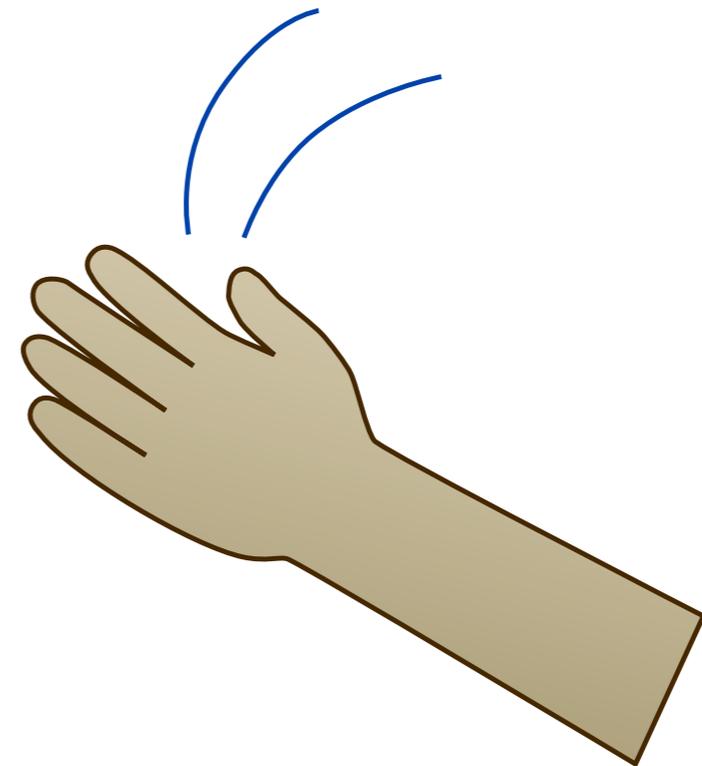
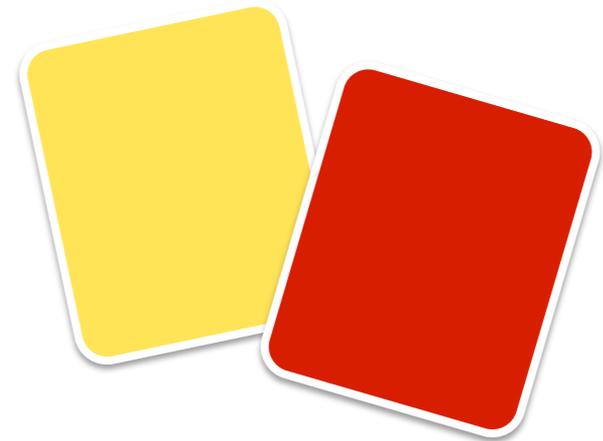
Thought groups

I've learned that people will forget what you said, /
people will forget what you did, /
but people will never forget how you made them feel. //

(Maya Angelou)

Mark thought groups with movement

- Hold up red and yellow cards for longer or shorter pauses.
- Chop the air between thought groups



Prominence

I want to learn English /

but I don't want to do any homework. /

Prominence

I want to learn **EN**Glish /

but I don't want to do any **HOME**work. /

Prominence can change meaning

Tom didn't do his **HOME**work.

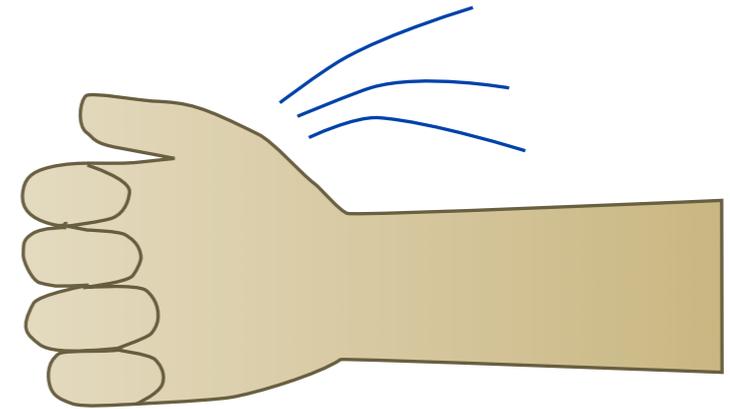
TOM didn't do his homework.

Tom **DIDN'T** do his homework.

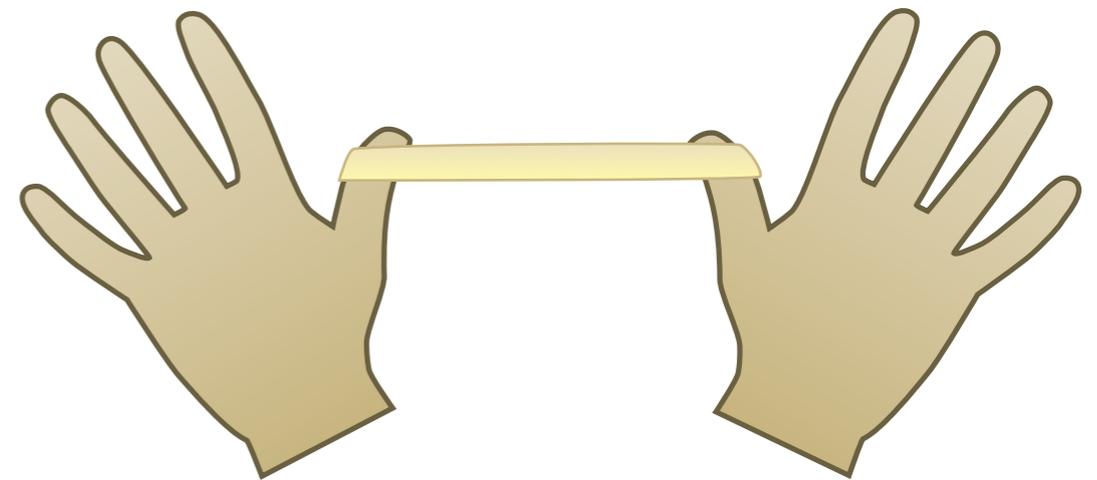
Tom didn't do **HIS** homework.

Mark the prominent word with movement

- Punch the air, tap, or stomp



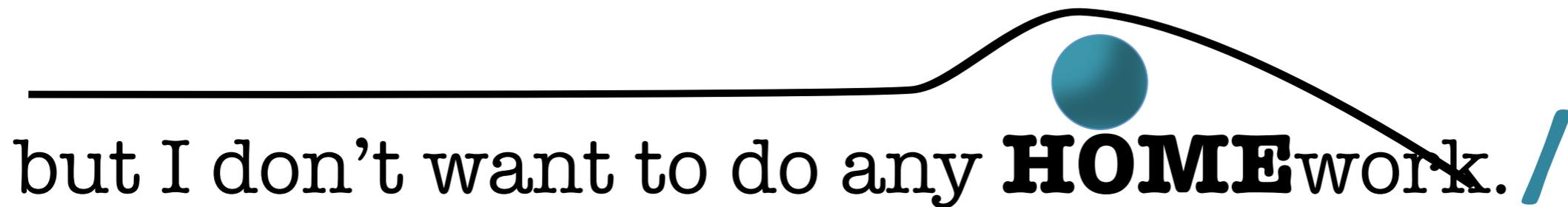
- Stretch your hands apart or stretch a rubber band (again, if you trust your students)



Intonation

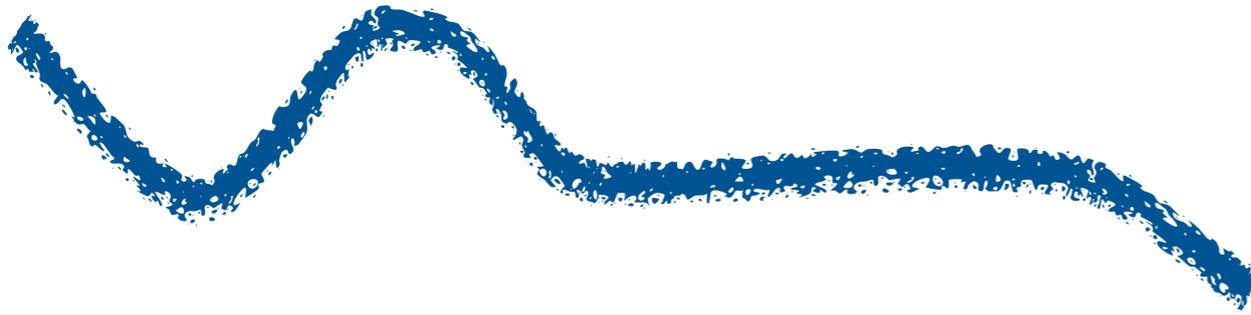


I want to learn **ENGLISH** /

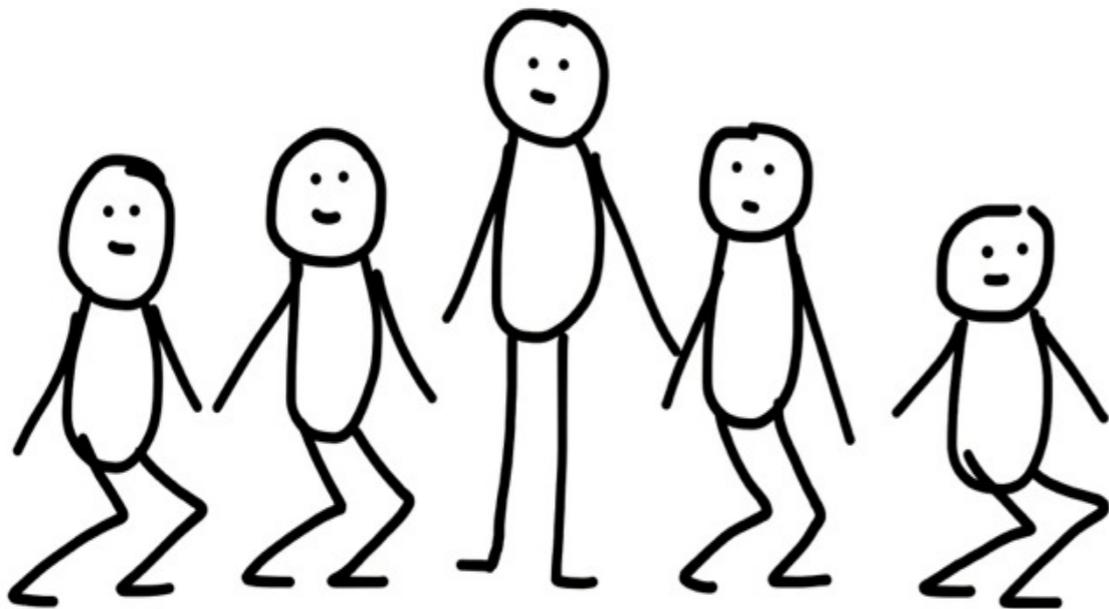


but I don't want to do any **HOME**work. /

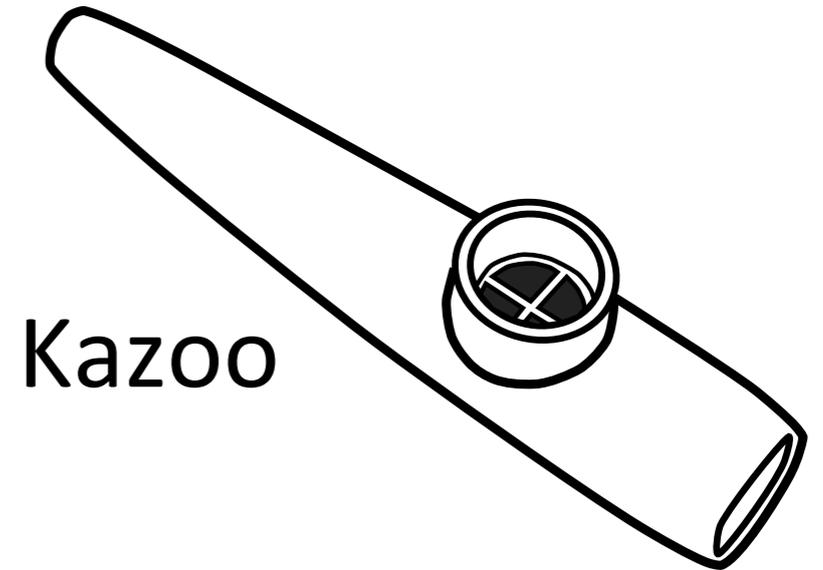
Practice intonation



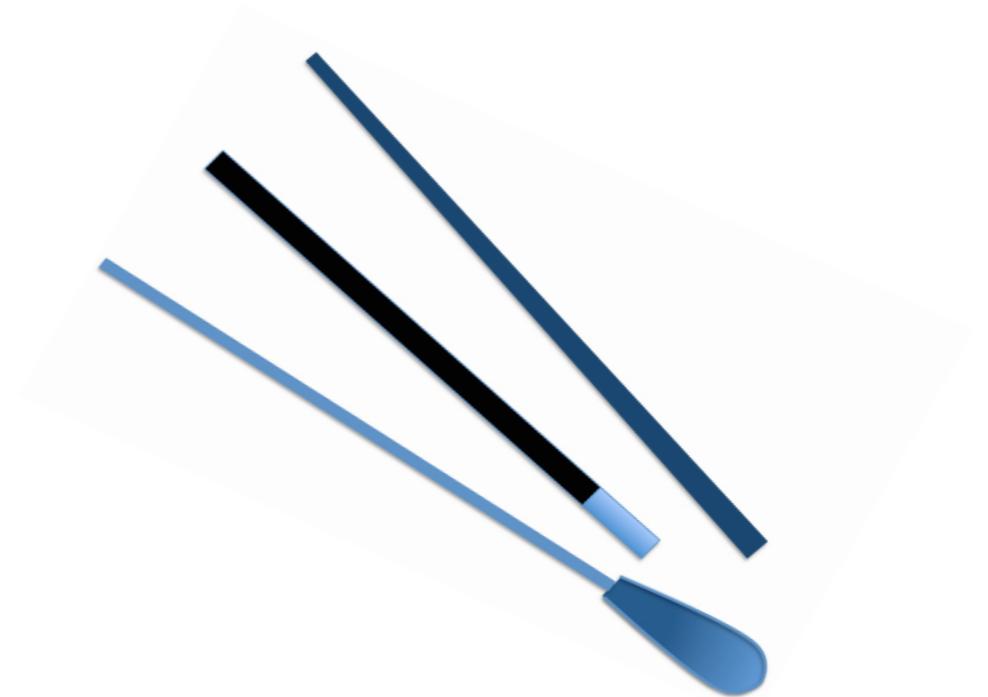
Pipe cleaner



Human intonation model

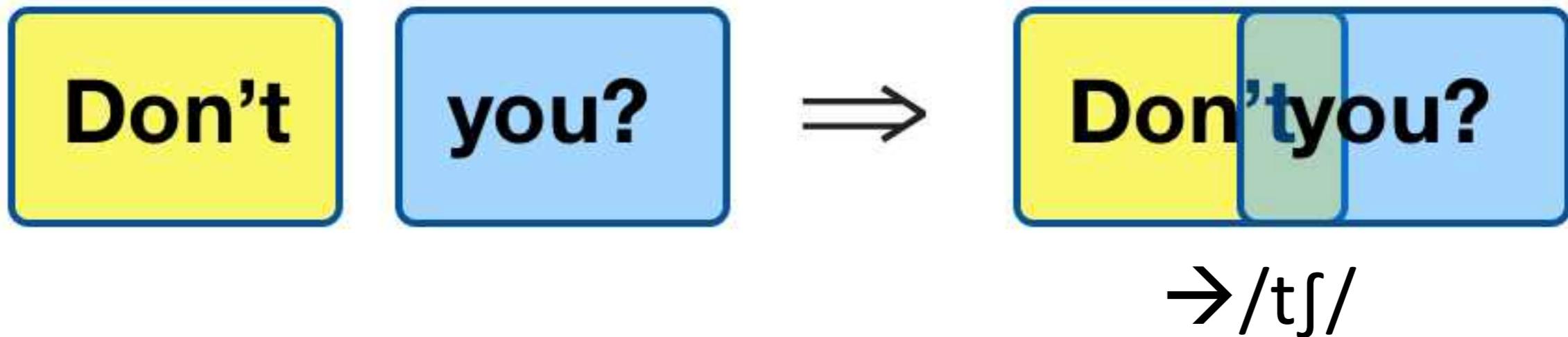
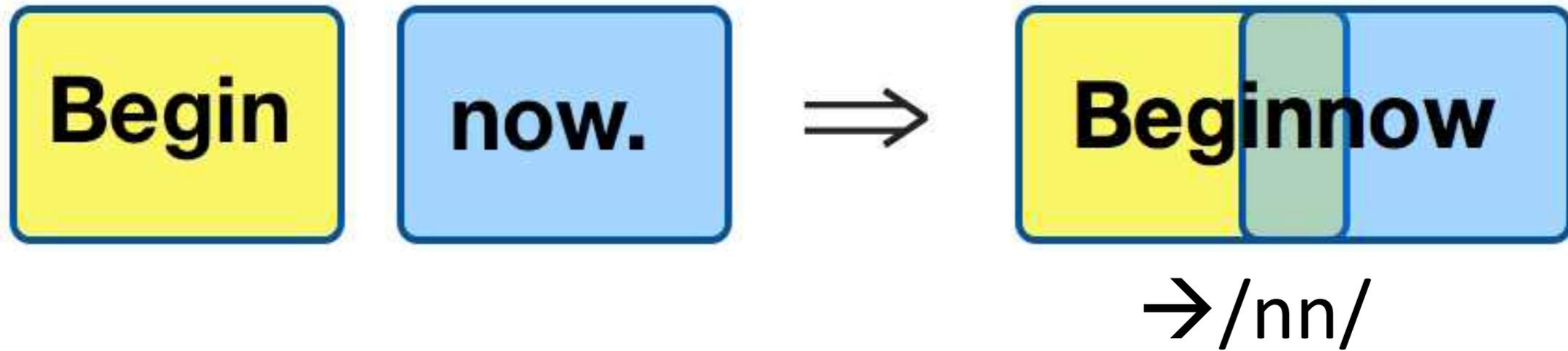


Kazoo



Conduct an orchestra

Connected Speech



Find examples of connected speech:

I want to learn English,

but I don't want to do any homework.

I told them they should have read the instructions
before they put it together.

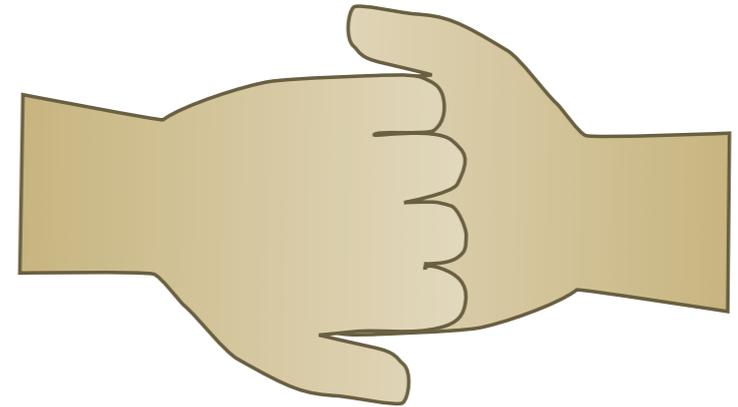
Find examples of connected speech:

I want to learn English,
but I don't want to do any homework.

I told them they should have read the instructions
before they put it together.

Mark connected speech with movement or tools

- Grasp hands together



- Connect magnets or blocks with Velcro on the ends.



- Overlap words written on colored transparent plastic.



Dictations to practice connected speech

1. _____

2. _____

What words were hard for you to hear?

Why do you think they were hard to hear?

Dictations to practice connected speech

- 1. Where do you want to have lunch?*
- 2. Would you like soup or salad with your meal?*

What words were hard for you to hear?

Why do you think they were hard to hear?

Shadowing

Watch and imitate a video clip. Try to sound exactly like the characters.

Beast: Belle, / are you / happy here with me?

Belle: Yes.

Beast: What is it?

Belle: If only I could see my father again, /

just for a moment. // I miss him so much!



**How can you use some of these techniques
in your teaching?**

Marla Yoshida
yoshidam@uci.edu

Coming this summer from TESOL Press:

***Beyond “Repeat After Me”:
An Essential Guide to Teaching Pronunciation***
by Marla Yoshida

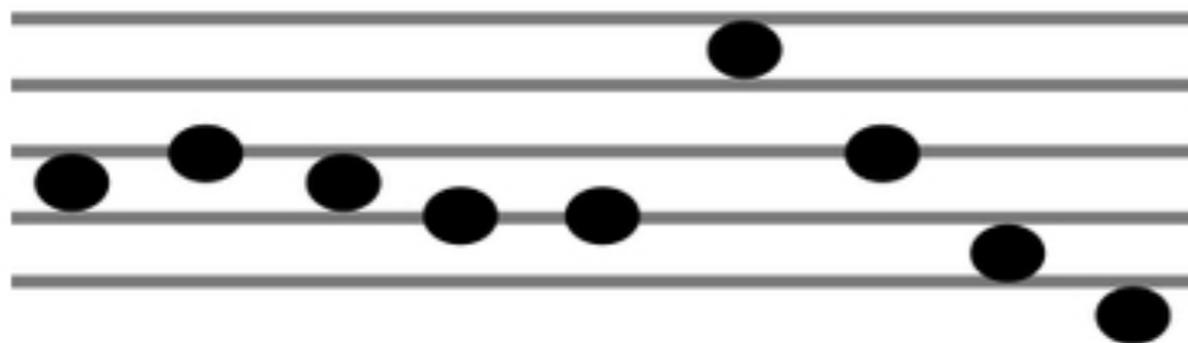
Questions?

Intonation and rhythm are not the same.

How long have you been waiting for me?



How **long** have you been **wait**ing for me?



Rhythm is about timing.

Here's another way to picture rhythm.

Intonation is melody, or patterns of changes in pitch.

Here's another way to picture intonation.

Find examples of connected speech:

I want to learn English,
but I don't want to do any homework.

The diagram illustrates connected speech in the sentence "I want to learn English, but I don't want to do any homework." Blue arrows and a bracket connect the words "learn English" to "do any homework", showing how they are linked together in speech. A small blue 'w' is placed above the word "want" in the second sentence.

I told them they should have read the instructions
before they put it together.

The diagram illustrates connected speech in the sentence "I told them they should have read the instructions before they put it together." Blue arrows and a bracket connect the words "read the instructions" to "put it together", showing how they are linked together in speech. A small blue 'y' is placed above the word "instructions" in the first sentence.