

Unit 2 > Session 9

This session aims to:

- introduce and practise techniques for practising pronunciation (Outcome 2)
- introduce and practise oral correction techniques (Outcome 2)

We suggest you allocate 120 minutes for this session.

Focus A Integrating pronunciation

Aims: To introduce techniques for practising pronunciation
To practise integrating pronunciation into ESOL delivery

Time needed: 75 minutes

Materials: [Handouts 1 and 2](#)
[Resources 1, 2 and 3](#)

Preparation: Cut up Resource 1 and 2
You may wish to make recordings of the sentences for drilling in Resource 1

Notes: Each stage focuses on a different activity related to pronunciation — word stress, sentence stress and intonation are included.
Depending on time you can add more activities.

Task 1 Drilling and sentence stress

Stage 1

Elicit common words the trainees have heard mispronounced by their learner(s) or during the observations they have done. Put the words on the board. Elicit the stress and any specific sound difficulties noticed. Highlight using different colours on the board.

Stage 2

Using the words elicited from the trainees, drill the individual words chorally and individually. Use visual/audio cues while doing this, eg clapping and snapping fingers.

Elicit ‘drilling’. Conduct a short discussion on what drilling is and its purposes.

Potential feedback

- When drilling, you provide learners with a model piece of language which is then repeated in some way
- Drilling can be tutor-led, learner-led, can be done individually, chorally, and in many other combinations
- Drilling is usually very controlled, and often used when introducing new language or preparing for practice of dialogues
- Meaning should usually come before drilling to ensure that the language is contextualised
- It is a good way of helping learners get their tongue round difficult words or phrases
- The repetition might help learners retain it
- It is often useful to drill a word/phrase before learners see the written form
- Drilling also helps learners with listening skills as they work on natural speech patterns

Put the trainees into groups of three and ask them to practise drilling the words on the board. One should act as the tutor, one as the learner, and one should observe. They can switch roles so they all get a chance to practise. During feedback it is worthwhile pointing out that learners will not feel comfortable with drilling if the tutor also feels and therefore appears uncomfortable.

Stage 3

Illustrate the use of front chaining and back chaining using a sentence such as:

What time did you get up yesterday?

First, provide chunks from front to back, eg *what time/ what time did you/ what time did you get up/ what time did you get up yesterday*, indicating the trainees should repeat what you say.

Do the same as a back chain: *yesterday / get up yesterday/ did you get up yesterday/what time did you get up yesterday?*

Give the trainees cards from [Resource 1](#). The trainees can either practise using the front-and back-chaining techniques in small groups or this could be done as a mingling activity where each trainee has a different card for practice. During feedback ask the trainees which method they thought was more effective. It is often said that back chaining is more effective as it is better for maintaining intonation patterns.

Task 2 Word stress

Stage 1

Demonstrate this activity using the words: *octopus, tomorrow and Japanese* (or any three words where stress is different in each). Tell the trainees they must stand up at the stressed syllable. Read out the words (slightly slower than is natural and with emphasis). Make sure all the trainees get involved at this point.

Stage 2

Put the trainees into two large groups and provide [Handout 1](#). Each trainee in turn takes a word and says it out loud (at least twice). The trainee next to the caller must stand up at the point where the word is stressed. Other trainees have to decide if they are correct. The trainees can extend this activity using their own choice of words.

Stage 3

Conduct whole-group feedback once the trainees have discussed other potential activities in their group. Focus on other activities to practise word stress and other ways to demonstrate word stress eg clapping, using rubber bands, tapping, making open hand and fist movements.

Task 3 Intonation

Stage 1

Ask the trainees what is the most important word they hear every day and react to instinctively. Elicit ‘their name’. Ask them to consider how their name can be said in different ways in order to express the speakers intention, eg to ask a question and to give an answer. Remind the trainees of this grammatical use of intonation.

Stage 2

Explain to the trainees that they are going to play a game using their names only and intonation to express how they are feeling. Use the adjective ‘bored’ to demonstrate the activity. Call out a few of the trainees’ names in a bored manner. The trainees should try to guess how you are feeling.

Put the trainees into groups. Provide a set of adjective cards from [Resource 2](#). In turns, they should pick a card from the pile (without letting other group members see it) and call out a couple of the other group members’ names in that manner. The first member to guess the adjective on the card keeps the card and selects the next card. The winner of the game is the player who collects the most cards. If preferred, this could be done as a mingling activity.

Stage 3

After the game, ask the trainees how this activity could be tailored for low level learners.

Potential feedback

- The activity could have simpler adjectives
- The learners could work on a short dialogue, expressing the emotion they are given
- Learners could listen to the same sentence being said in different ways and guess the emotion

The trainees should make a list of adjectives which would be more appropriate for low level learners (eg happy, sad, excited, interested). Ensure the trainees are aware of how important intonation is in expressing our feelings and intentions when we speak.

Task 4 Rhythm and sentence stress

Stage 1

Provide [Handout 2](#). In groups, trainees decide what each phrase in column A has in common. They are all jingles from chocolate advertisements. Ask the trainees to complete the tasks on the handout. Tell the trainees they should try not to let the other groups hear their answers as this will be the basis for a competition.

Stage 2

When the trainees have finished the matching task, call out a phrase from column B. Each group should get a turn to call out the matching jingle. Award points to the groups for each jingle match they find. The answers are provided in [Resource 3](#). Extend the activity by offering extra points for teams who can name each product and, if the trainees are willing, perform the full jingle. They could also think of other jingles which would work in this activity – again award points as appropriate. The team with most points wins.

Stage 3

Feedback on the activity by asking the trainees to think of activities they could devise which would be useful to work on sentence stress and rhythm. Award extra points to the group who comes up with the best idea. Some chocolate bars as prizes would be appropriate.

Potential feedback (some ideas)

- Marking stressed words from a dialogue
- Writing text messages and then expanding to full message
- Jazz chants, limericks, poems, tongue twisters
- Reading aloud in time to a recording
- Matching stress patterns with sentences

Focus B Oral correction

Aims:	To introduce oral correction techniques To practise techniques for oral correction
Time needed:	45 minutes
Materials:	<u>Handouts 3 and 4</u>
Preparation:	If you wish to use the DVDs (see notes), you will need to preview and select appropriate clips
Notes:	Make sure you give trainees the opportunity to include some of the errors they have noticed from their own tutoring sessions. You could include some clips from the DVDs showing different correction techniques being used.

Task 1 Oral correction

Stage 1

Ask the trainees what they think is meant by ‘oral correction’. Give the trainees Handout 3 and ask them to create a mind map relating to oral correction using the ideas provided in the box and adding their own. The trainees can do this in pairs or small groups. Conduct whole-group feedback.

Answers

who: tutor, self, peer

when: introducing language, controlled practice, after communicative activities, end of lesson

what: grammar, word stress, vocabulary, tenses, register/formality,

why: facilitate learning, improve accuracy, increase confidence, reduce fossilised errors

Stage 2

Remind the trainees of the session they had on feedback (Session 3).

Put these four questions on the board and allow the trainees to have a short buzz session:

- *Why might learners want you to correct all the errors they make?*
- *Why might this not be a good idea?*
- *Why do some tutors find it difficult to correct any errors?*
- *What stages of a lesson are likely to be more appropriate for oral correction?*

Potential feedback

- Learners may feel that the more they are corrected, the more they will improve. Their past experiences of language learning may have been based on rote learning and the accurate production of language
- Could be de-motivating, no definite proof that correction actually improves accuracy, barrier to fluency, virtually impossible
- Tutors may feel they are being ‘nasty’ if they comment on errors. They feel they should be concentrating on the positive only. Some tutors may feel that all correction is a waste of time. They also may be unsure of what type of error has taken place or lack techniques to correct
- Most likely at more controlled stages, eg language input, where the focus is on accurate production of language, drilling of lexis or during feedback on a communicative activity. However, it is still possible to correct errors during a communicative activity, and for it to be done unobtrusively

Task 2 Learner errors

Stage 1

Give each trainee [Handout 4](#). Ask them to look at the errors made. Remind them that these are all oral errors. In pairs, ask them to think of what each error is and to write down the correct form. Set a time limit of 10 minutes for this. Conduct feedback on the types of errors.

Stage 2

After this time, allocate the numbers 1–16 to the trainees (some will be given two numbers). Tell them that when you call their number, they should look at the handout and produce the utterance, including the error. Call out the numbers randomly and, as each trainee makes their mistake, correct them using a different technique. When you have finished, ask the trainees to note down as many different techniques as they saw you using.

Potential feedback (some ideas)

- Isolation of error
- Rising intonation on error
- Providing choice
- Using concept check
- Using fingers to show number of words
- Repeating sentence and stopping before error
- Asking for peer correction
- Writing text on board
- Beating stress

Stage 3

Put the trainees into two groups. The groups should form two circles, one outer and one inner, with each circle facing the other. The trainees should use the sentences they were allocated in Stage 2. They should repeat their sentence to the person facing them, who should correct them using the most appropriate technique. The outer circle then moves around to face a new partner. You will probably need to do a practice run to demonstrate the activity. Monitor and make notes of the techniques used.

Stage 4

Once the trainees are back sitting down, feedback on which techniques they found more or less effective. Ask individual trainees to describe the technique they felt was most appropriate for correcting their error.

Stage 5

Put the trainees back into small groups. They should write down a couple of errors they have noticed while tutoring or observing and practise correcting each other. Final feedback could concentrate on any additional errors or techniques they have used.

Reflect and review (10-15 minutes)

Display the following:

Good pronunciation is all about ‘comfortable intelligibility’- in other words, a listener understanding you without too much effort on their part. It is not necessary to lose your accent completely. In fact, as part of you and your culture you probably don’t want to.

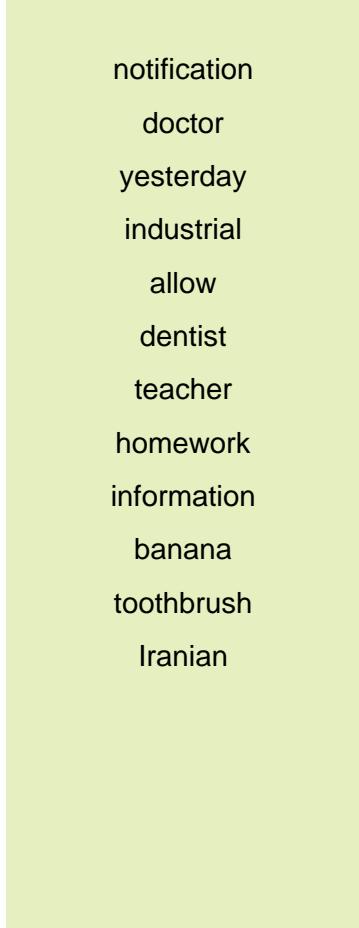
Ask the trainees to discuss the comment and what it says about pronunciation and error correction. This should lead to some lively debate about pronunciation issues, such as what part the listener plays, what needs to be corrected and whether a learner needs to adopt the accent of their locality.

Session 9

Handouts and Resources

Task 2 *Word stress*

Take turns to call out the words below. The other group members must stand up on the stressed syllable and then sit down again. To extend the activity, choose any multi-syllable words which learners you know have had difficulty with.



notification
doctor
yesterday
industrial
allow
dentist
teacher
homework
information
banana
toothbrush
Iranian

What other activities could you use with your learners to work on syllables and word stress?

Write your ideas here:

Task 4 *Rhythm and sentence stress*

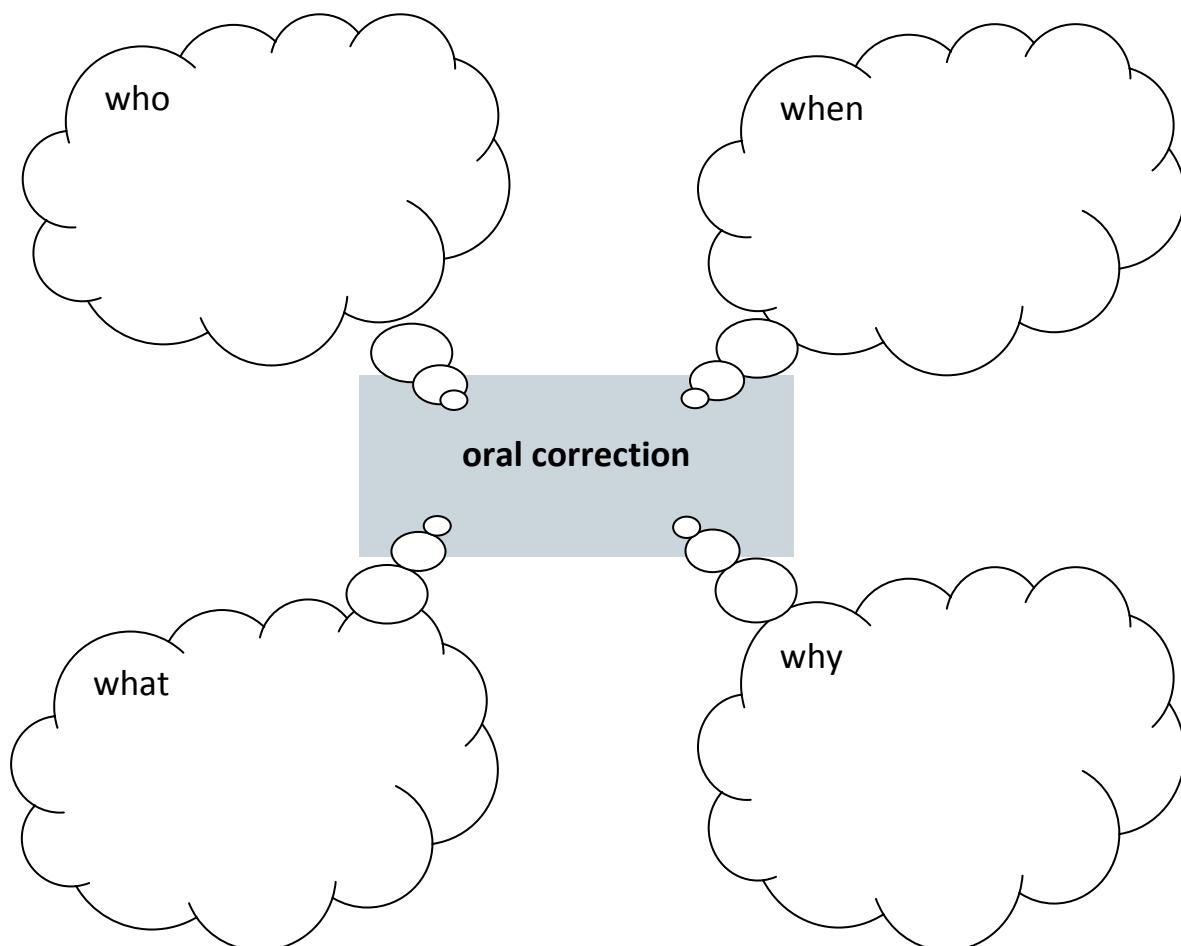
What do the phrases in column A all have in common?

Match each phrase in A to the one in B which has the same stress pattern

A	B
1 A finger of fudge	A Good grief
2 ...helps you work, rest and play	B a bottle of beer
3 If you like a lot of chocolate	C good for your health
4 Melts in your mouth	D Open the envelope
5 Nuts, whole hazelnuts	E cars, trains, aeroplanes
6 Only the crumbliest	F Take the first train to Stepps
7 Hoots mon	G It's deadly boring
8 They're tasty, tasty,	H When she went to bed he phoned her

- Can you complete each phrase in column A?
- Can you name the products?

Task 1 *Oral correction*



Create a mind map illustrating oral correction, by putting the words and phrases in the box below into the correct sections. Add your own ideas to the map.

tutor	grammar	word stress	facilitate learning
improve accuracy		increase confidence	
peer	self	end of lesson	vocabulary
after communicative activities			reduce fossilised errors
tenses	register/formality	introducing language	

Task 2 *Learner errors*

Look at the utterances below. Each contains at least one error which a learner has made when speaking. Sometimes there is more than one error.

- **Look at each error and decide what kind of mistake the learner is making.**
- **Write the correct form underneath.**

- 1 Yesterday I go to the supermarket.
- 2 She's husband a doctor.
- 3 People is very nice in Scotland.
- 4 Me no can come to class tomorrow.
- 5 I like Glasgow because it is too busy.
- 6 I am very tir-ed (pronounced with 2 syllables).
- 7 How much is the swimming trunks?
- 8 I am a person very imaginative (stress on the 4th syllable of imaginative)
- 9 I have two sons and one doctor.
- 10 My mother she is a very good cooker.
- 11 I had roast kitchen for dinner yesterday.
- 12 She goes to home at 5.00.
- 13 I don't can play the piano.
- 14 My daughter likes all her colleagues at school.
- 15 He works like an engineer.
- 16 My wife is wifehouse.

Task 1 *Drilling and sentence stress (sentences for chaining)*

Can I borrow your pen?	Do you want a cup of tea?
I haven't got a job just now.	Did she go to the class yesterday?
How do you spell your surname?	Is the train station near here?
What do you usually do at the weekend?	A coke, a tea and a cheese roll please.
How long have you lived here?	Do you want to come to my party?
Can I make an appointment with the doctor?	I've been living in Scotland since I got married.
He shouldn't have spoken to you like that.	Have you ever been to Aberdeen?

Task 3 *Intonation (adjectives)*

perplexed	agitated
ecstatic	exhausted
intrigued	flirtatious
frustrated	optimistic
disturbed	delighted
uninterested	shy
furious	proud

Task 4 *Rhythm and sentence stress (feedback)*

Answers for matching:

A finger of fudge	A bottle of beer
...helps you work, rest and play	Take the first train to Stepps
If you like a lot of chocolate	When she went to bed he phoned her
Melts in your mouth	Good for your health
Nuts, whole hazelnuts	Cars, trains, aeroplanes
Only the crumbliest	Open the envelope
Hoots mon	Good grief
They're tasty, tasty,	It's deadly boring

Completed jingles and names of products:

A finger of fudge is just enough to give your kids a treat.	Cadbury's Fudge
A Mars a day, helps you work, rest and play	Mars
They're tasty, tasty, very very tasty, they're very tasty	Branflakes
If you like a lot of chocolate on your biscuit, join our club	Club biscuit
Only the crumbliest, flakiest chocolate, tastes like chocolate never tasted before.	Cadbury's Flake
Melts in your mouth, not in your hand	Minstrels
Nuts, whole hazelnuts! Cadbury's take 'em and they cover them in chocolate	Fruit and nut
Hoots mon! There's juice, loose, about this hoose.	Wine gums

Extra jingles examples:

For mash, get Smash	Smash
Do the shake and vac and put the freshness back	Shake and Vac
Get busy with the fizzy	Soda Stream
Bags more for everyone	Revels

