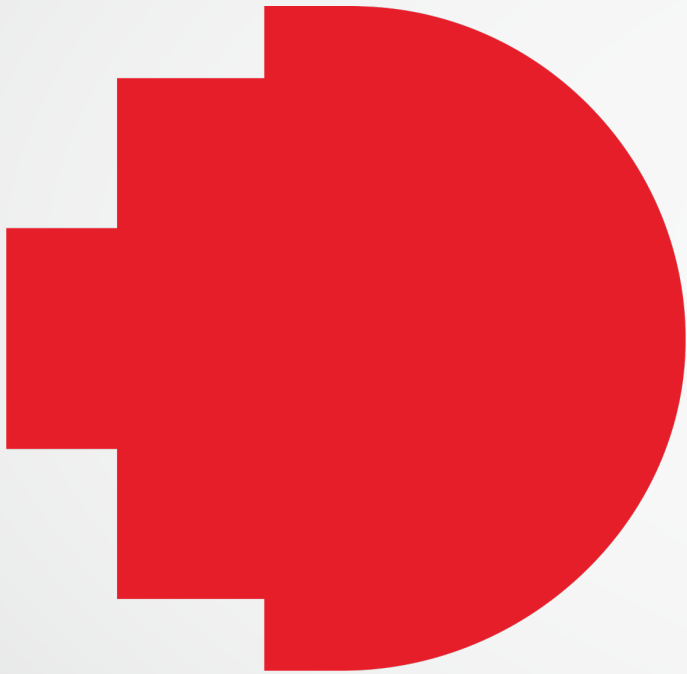


My journey to learn how to teach effective pronunciation skills to Vietnamese learners.

Jack Patrick Crean
Educator
RMIT Danang
jackpatrick.crean@rmit.edu.vn

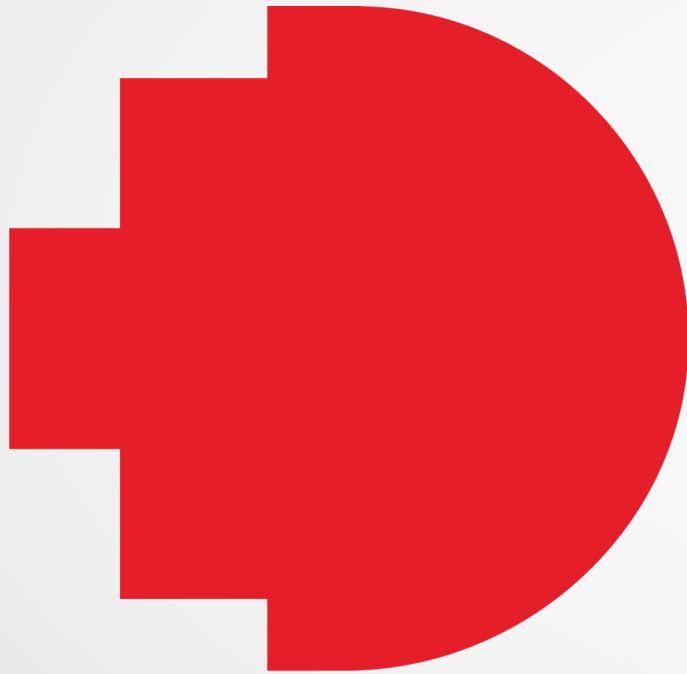


The aims of this workshop

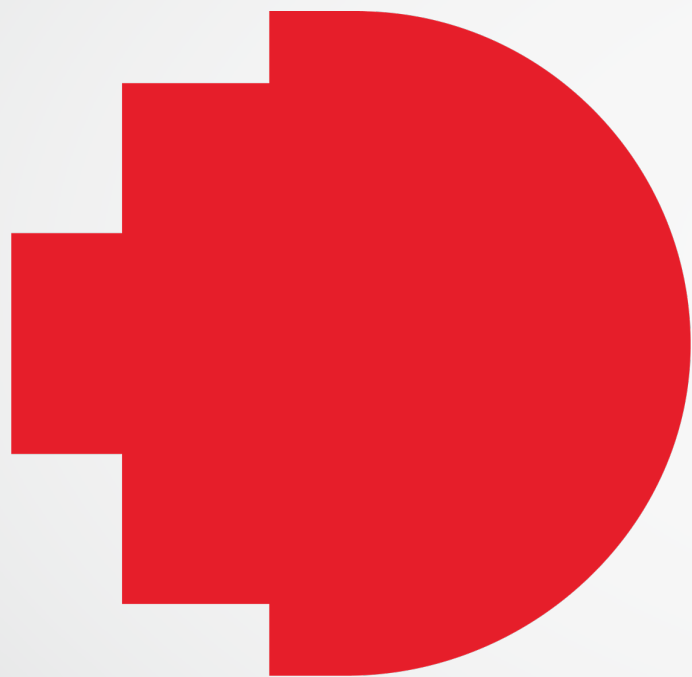


- Introduce my story.
- Highlight difficulties that Vietnamese learners have.
- Provide suggestions for pronunciation staging, games and activities.
- Share resources.
- Question and answer session.

Opening question



What aspects of teaching pronunciation do you find challenging?



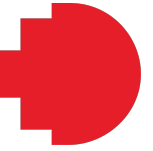
My story



My journey to learn how to teach pronunciation.

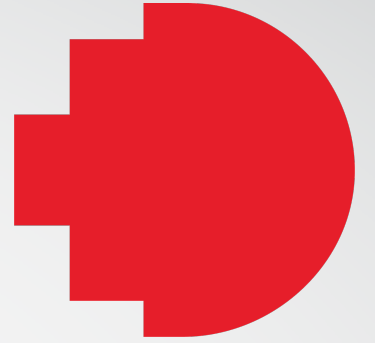
- Lacked knowledge on pronunciation features.
- Didn't know many pronunciation activities.
- Lacked confidence, relied on drilling, and avoided teaching pronunciation.

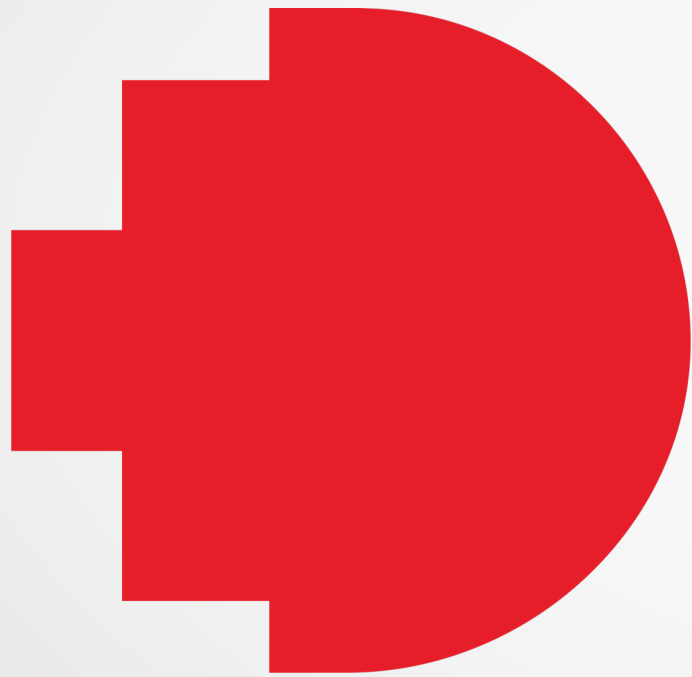
		i:	ɪ	ʊ	u:	ɪə	eɪ	Phonemic Chart	
Vowels		e sheep field eagle	ə ship started busy	ɜ: good should put	ɔ: moon through grew	ʊə here ear career	ɔɪ train plane say		
		e bed dead	ə about police	ɜ: bird hurt	ɔ: door walk	ʊə your sure	ɔɪ boy point	əʊ coat low	short long diphthongs
		æ apple cat	ʌ up money	ɑ: car bath	ɒ not what	eə hair careful	aɪ by high	aʊ now our	voiced unvoiced
Consonants		p pen hopping	b ball hobby	t table little	d dog added	tʃ chips itch	dʒ jam danger	k key car	g green hug
		f fire laugh	v video moye	θ thick of	ð mother this	s see city	z zebra cosy	ʃ shop nation	ʒ television visual
		m man tummy	n no funny	ŋ sing uncle	j yes onion	l light smelly	r right berry	w win where	h house hungry



My framework for learning a new aspect of teaching.

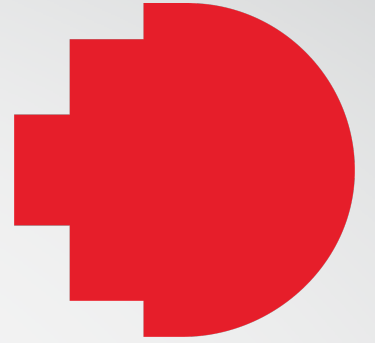
- **A** **Ask for support and resources.**
- **R** **Research the topic.**
- **T** **Trial and error.**
- **I** **Improve activities.**
- **S** **Share what you learn with other teachers.**
- **T** **Track your progress over time.**



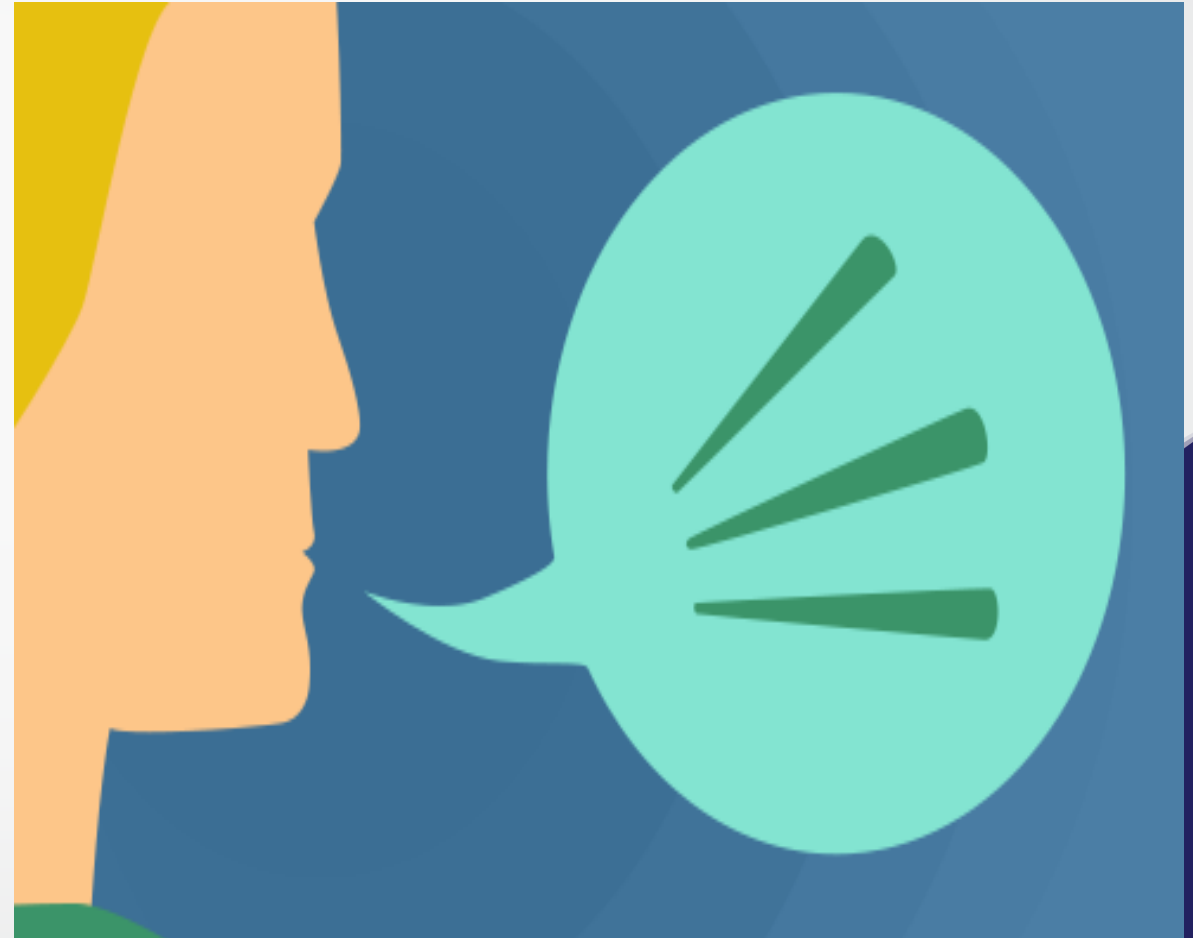


**Pronunciation
difficulties that
Vietnamese
learners face when
speaking English.**

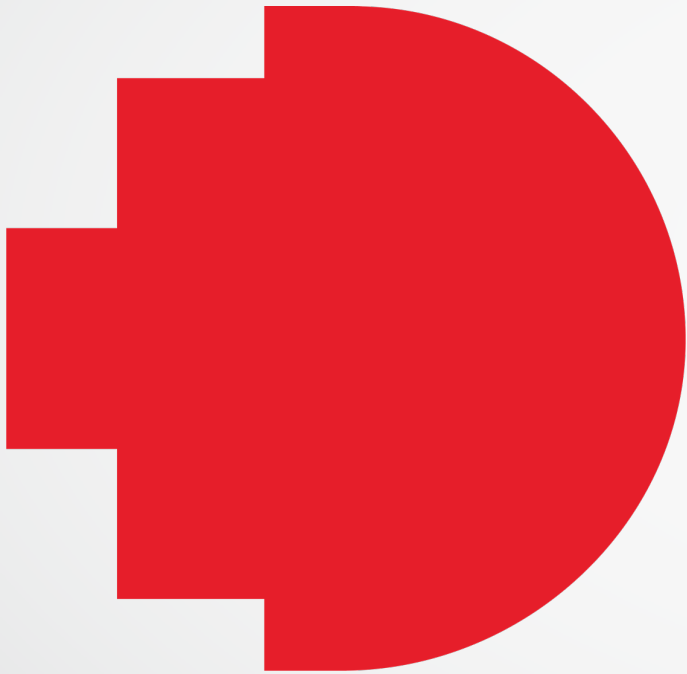
Pronunciation difficulties that Vietnamese learners experience when speaking English.



- Pronouncing consonant clusters (/cl/ /st/ /dr/).
- Final consonant sounds (/s/, /z/, /ɪz/, /t/, /d/, /ɪd/ etc).
- Differentiating between long and short vowel sounds EG: /ɪ/ and /i :/ (ship and sheep).
- Understanding word and sentence stress.



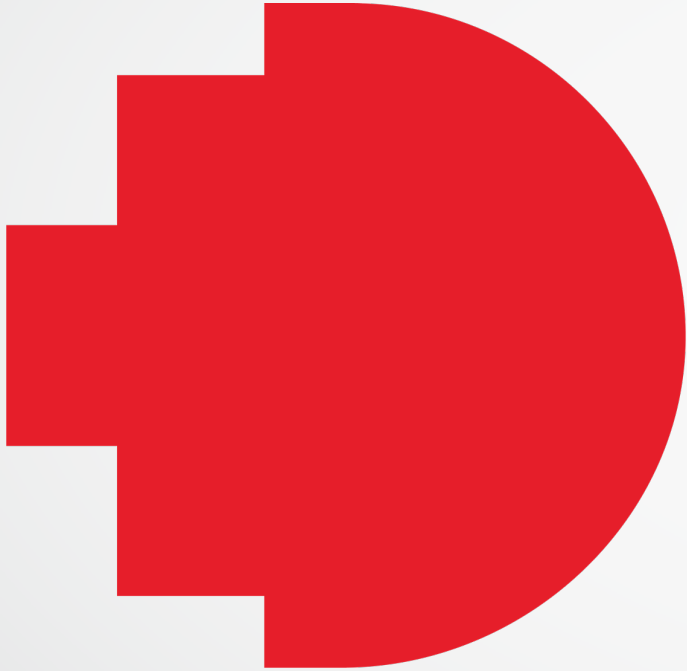
Ways of teaching pronunciation



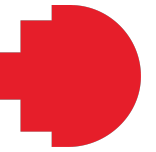
- Reactive: Working from an error.
- Integrated: Including pronunciation in each lesson.
- Practice lessons / Isolated: Specific pronunciation lessons

Before we look at the practice activities.....

Some suggestions for staging a pronunciation lesson.



- 1. Introduce a target sound through listening, eliciting and effective questioning, action, and using emergent language.
- 2. Show students the written form of the feature and link this to phonemic script when possible.
- 3. Make pronunciation a physical activity. Model how the sound is made.
- 4. Students practice producing the sound in isolation and in words.
- 5. Students practice differentiating the feature from other features.
- 6. Students practice identifying and using the feature in sentences.
- 7. Students use the feature in productive and creative activities (role plays etc).



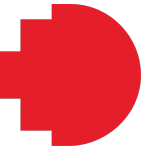
Introduce a target sound through listening, eliciting and effective questioning, action, and using emergent language.

What did you do yesterday?

I played video games. /d/

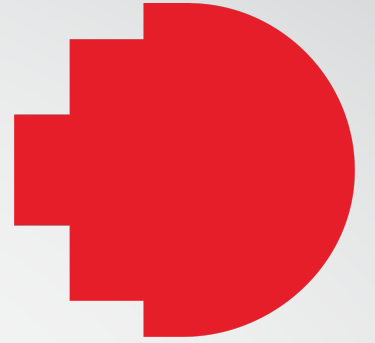
I watched football. /t/

I visited museums. /ɪd/



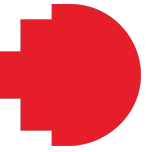
**Today's lesson will focus
on the pronunciation of
past simple endings.**

Link sounds back to spelling and phonemes.



- Students find seeing the written formation of words useful.
- Spelling and sound are not always connected.
- Have a copy of a phonemic chart in the class and give the students a copy to refer back to.
- If you are struggling with creating phonemic script, <https://tophonetics.com/> is a helpful resource.

		monophthongs				diphthongs		Phonemic Chart								
		i:	ɪ	ʊ	u:	ɪə	eɪ	voiced unvoiced								
VOWELS	i:	sheep	ɪ	ship	ʊ	good	u:	shoot	ɪə	here	eɪ	wait				
	e	bed	ə	teacher	ɜ:	bird	ɔ:	door	ʊə	tourist	ɔɪ	boy	əʊ	show		
	æ	cat	ʌ	up	ɑ:	far	ɒ	on	eə	hair	aɪ	my	aʊ	cow		
CONSONANTS	p	pea	b	boat	t	tea	d	dog	tʃ	cheese	dʒ	June	k	car	g	go
	f	fly	v	video	θ	think	ð	this	s	see	z	zoo	ʃ	shall	ʒ	television
	m	man	n	now	ŋ	sing	h	hat	l	love	r	red	w	wet	j	yes



Make pronunciation physical.

How do we make the sound?

What shape does the mouth make?

/i:/ sheep

What does the tongue do?

/θ/ fourth ð this

What associations can you make?

/ʊ/ book

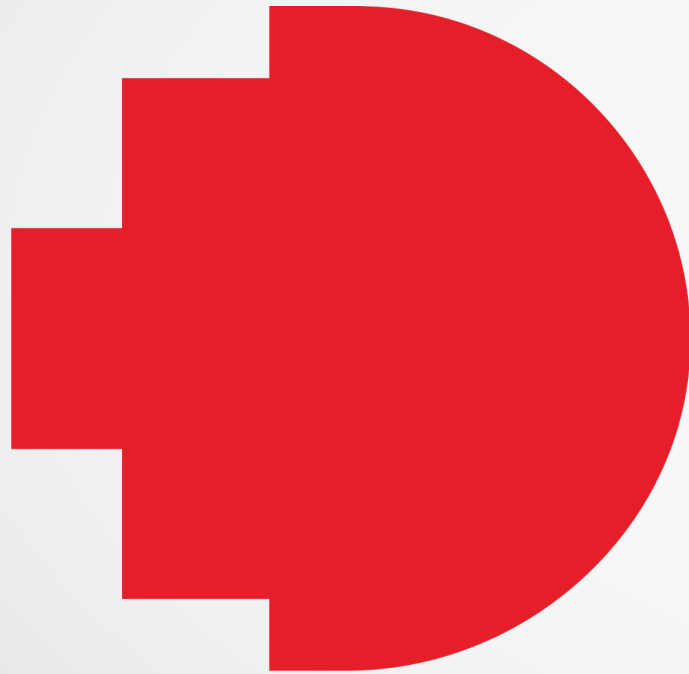
Is the sound unvoiced or voiced?

/p/ vs /b/

Specific sound practice

Activities to improve pronunciation of consonant clusters.

Type: Practice making the sound.



Consonant blends in English					
Bl Bleach Black Blanket Blow Blood	Cl Class Clown Clear Close Cloud	Fl Flower Flick Flame Flash Float	Cr Crash Crawl Creep Cross Crayon	Dr Drink Drive Drown Dragon Drag	Tr Tree Trust Treat Trunk Triangle
Sp Space Speed Speak Spoon Special	St Stick Stop Stage Sting Statue	Tw Twice Twis Tweed Twenty Twin	Scr Screw Script Scroll Screen Scrawl	Str Straw Stretch Street Strange Straight	Thr Thread Throw Threat Through Threw

Tongue twisters: Work in pairs

Say each tongue twister twice

Slow Fast Slow

Use google translate to check your accuracy.

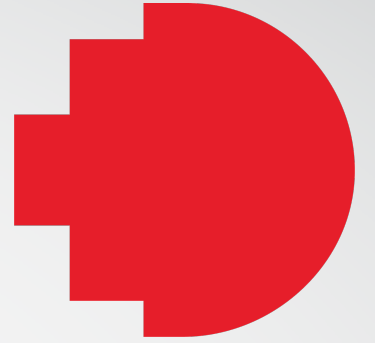
- /cl/ The clever clown climbed the classic clock.



- /dr/ The drowsy driver dreamed of a dressy dragon.



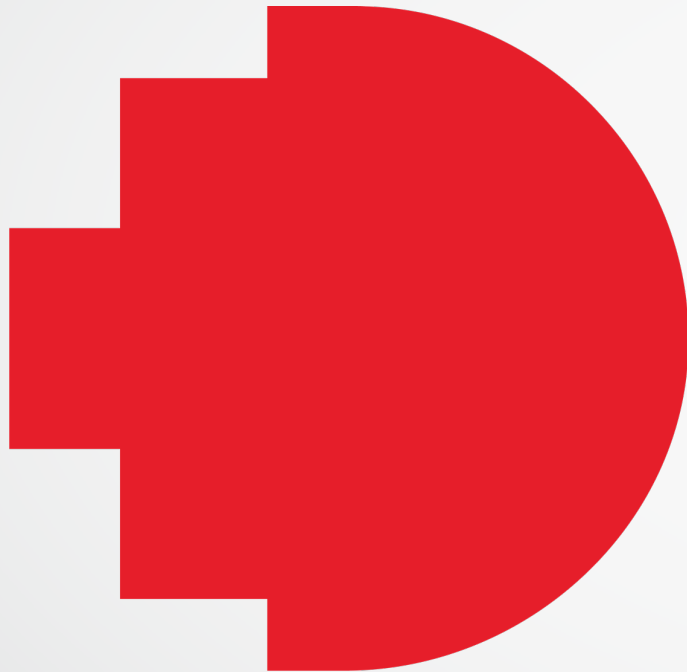
Extension ideas



- Ask students to create their own tongue twister with the consonant clusters or sound feature that they have learned.
- Compare tongue twisters with a partner.
- Share with a group.
- Share with the class and have an anonymous vote on the student's favourite tongue twister.

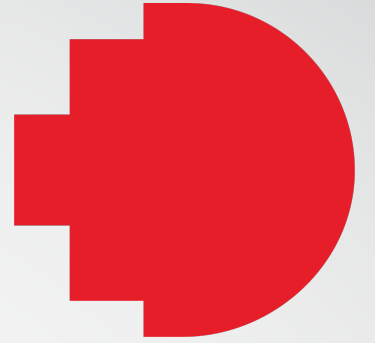
Differentiation, sentence use, and productive activities

Final consonant sounds.



A great place to start!

Using connected speech with a focus on catenation (linking).



- In catenation, a final consonant sound at the end of one word joins with a vowel sound at the beginning of the next word.

Examples

- I want this orange.

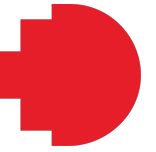


- I need to find a job.



- I'm good at sports.





Use texts, movie scripts, and song lyrics.

- Provide or ask students to select a section of a text, song lyrics, or a movie script .
- Ask learners to identify linking either through a race, collaborative task, or as an independent study task.
- Students then practice reading the text aloud, singing the song, or acting out the script with a focus on these links.

John was asleep and was unfortunately late for school.



Mum shouted at him "Get up out of bed!". John jumped



up. He turned on his phone and looked at it. It was 9:45!



John ran out of the house and jumped on his bicycle.



Then, his phone fell out of his pocket. He picked it up



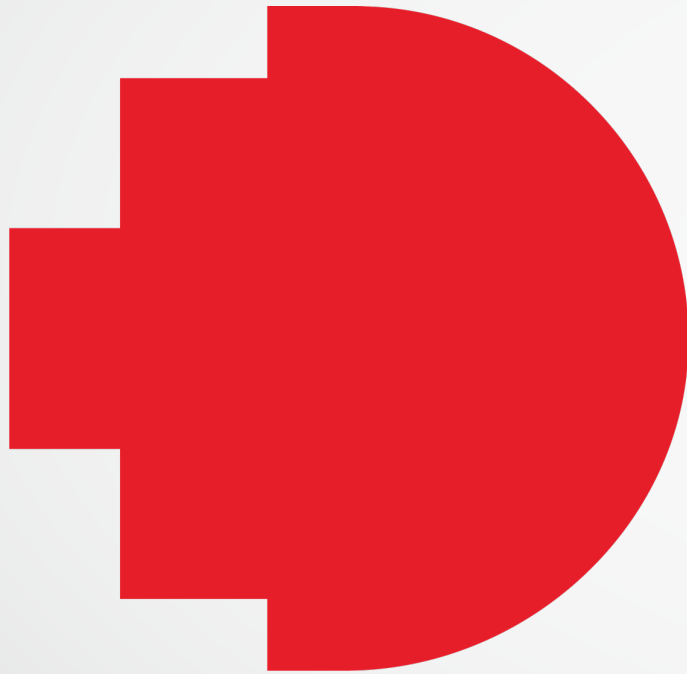
and put it in his school bag. When he arrived in the



classroom, the teacher was angry.



Differentiating between long and short vowel sounds.



Vowel A

Short sound: apple, cat.

Long sound: cake, bake.

Vowel E

Short sound: jet, net.

Long sound: feet, leaf.

Vowel I

Short sound: fish, pig.

Long sound: kite, ice-cream.

Vowel O

Short sound: clock, dog.

Long sound: rope, boat.

Vowel U

Short sound: sun, jump.

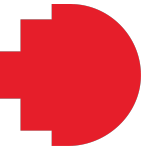
Long sound: cute, unicorn.

Use poems and rhymes to teach students to differentiate between long and short vowel sounds.

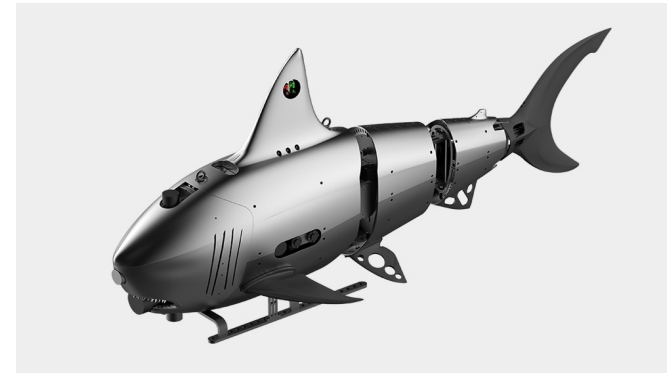
■ /i:/



- There once was a little sheep,
- She loved to drive a jeep,
- When the mountains she did see,
- She would smile and feel free.



/ɪ/



There once was a shark
named Jim,
He had a big scary fin,
It was made of tin,
And he loved to swim.

Challenge (Look at worksheet 3):

Make a 4-line rhyme with the following words as the final word in each sentence.

You need to create 2 mini verses.

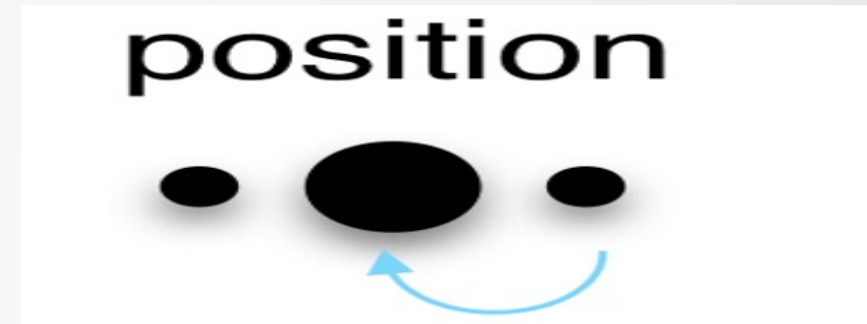
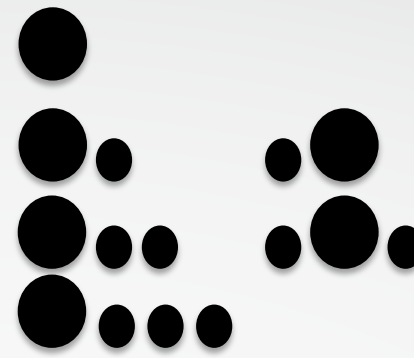


1. Book /ʊ/
2. Cook /ʊ/
3. Afternoon /uː/
4. Moon /uː/

Activities to help students understand word stress.

Card games: Stress Snap

- Students are split into groups of 3-5.
- Students receive a set of cards with the vocabulary that they have learned.
- Cards are turned face down and divided equally among students.
- Students take one card at a time and face it up.
- If a student sees that the stress pattern of the last two cards that have been put down are the same, they say “Snap” and put their hand on the pile.
- The student who snaps wins the cards in the pile.
- The student with the most cards at the end of the game is the winner.



1 ●

shirt
ball
head
eye
shoe
girl
Light

2 ●●

money
problem
student
mother
music
garden
island

3 ●●●

balloon
shampoo
police
career
cartoon
address
defense

4 ●●●●

continent
cinema
Saturday
paragraph
elephant
manager
recipe

5 ●●●●●

potato
disaster
computer
banana
tomato
tobacco
umbrella





Using role plays to teach sentence stress

- Prior to starting the activity, the educator explains to students that content words receive stress and that structure words do not, using relevant examples.
- Students work in pairs or small groups.
- They are given a role play script on the topic that they are learning in class.
- Stressed words are highlighted, and students role play the scripts with an emphasis on stressed content words.

1 A Do you **want** a **coffee**?

B Yes, an **espresso**, please.

2 A Do you **live** in a **flat**?

B No, I don't. I **live** in a **house**.

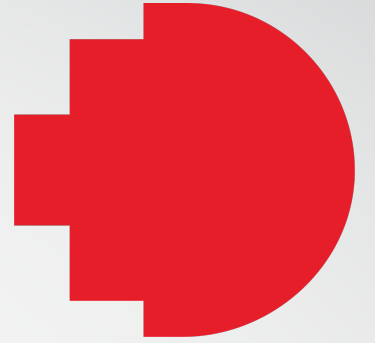
3 A Do you **have** a **big family**?

B Yes, I do. I **have** **four sisters**.

Extension activity

Create a role play

- Learners create their own role play script and identify the content words that are stressed.
- Students submit the role play script to the educator for correction.
- They act out the script for the class.
- Other learners need to identify which content words are stressed.



Using technology to understand sentence stress

- When role playing conversations, students can record their speech with a partner by going to <https://online-voice-recorder.com/>.
- They then compare their word or sentence stress to that of the original audio recording.
- They identify stress patterns in the original audio that are different and repeat the activity to improve similarity in sentence stress.

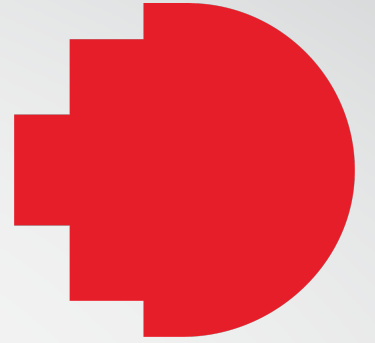
1 A Do you want a coffee?
B Yes, an espresso, please.

2 A Do you live in a flat?
B No, I don't. I live in a house.

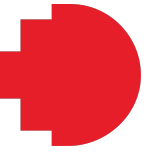
3 A Do you have a big family?
B Yes, I do. I have four sisters.



Suggested resources



- Hancock, M. (2017) *Pronunciation Games*. Cambridge: Cambridge University Press.
- Hancock, M. (2017) *Pronpack*. Chester: Hancock McDonald English Language Teaching.
- Marks, J. and Bowen, T. (2018) *The book of pronunciation: Proposals for a practical pedagogy*. Surrey: Delta Publishing.
- Kelly, G. (2018) *How to teach pronunciation*. Harlow: Pearson Education Limited.
- <https://english-e-reader.net/>
- <https://www.ef.com/wwen/english-resources/tongue-twisters-english/>
- <https://www.rmittraining.com/news/blog/connected-speech>
- <https://online-voice-recorder.com/>
- <https://tophonetics.com/>



Question and answer session



Thank you

Jack Patrick Crean

Educator

RMIT Danang

Jackpatrick.crean@rmit.edu.vn