



Tips and Tricks for Integrating Intonation Skill Development into Classroom Activities

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WORKSHOP Schedule

- Warm-up activity
 - Elastic band skills
- Integration activities
 - Demo, practice, debrief
- Reflection





Warm-up Activity: Tip & Trick #1



Tip & Trick #1: Elastic Band Motions



Elastic Band Motions	Building Blocks of Intonation
1. High to low	Pitch range
2. Flat (robot talk)	Average pitch
3. Falling	Falling pitch
4. Lift & lengthen	Pitch change & duration
5. Syllable by syllable	Movement of pitch across syllables

Warm-Up: Elastic Band Motions

1. You are explaining that the voice has a high and low range. Show it with the elastic band.
2. You are explaining word-level stress. Demonstrate pitch change and duration with the elastic band.
3. Demonstrate falling pitch.
4. Your students are producing vowels that are too short. Provide feedback with the elastic band by showing the length of their vowels in contrast with a longer length.
5. Your students produce "intonation" in a monotone way. Model the four syllables with demonstrated pitch level for each syllable with the elastic band.

Intonation

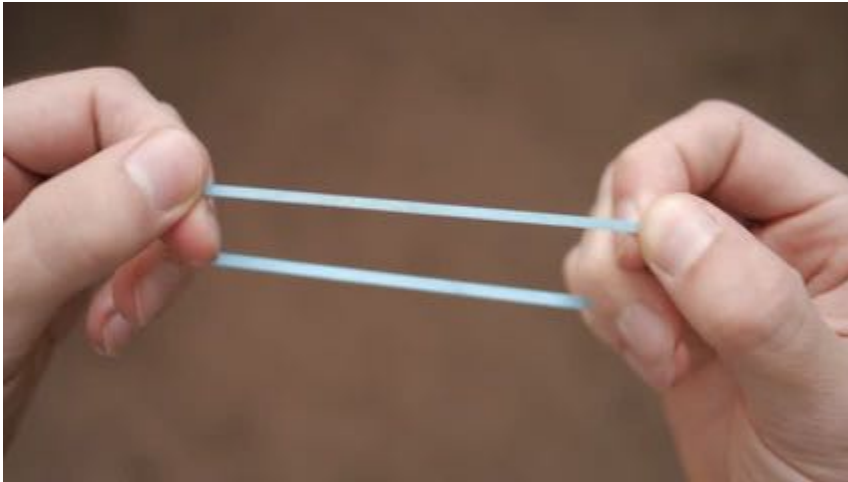
/ ɪn təʊ'neɪʃən /

Target features	Elastic Band Motions
1. Vowel duration	Falling
2. Stressed syllable	Pitch change & duration
3. 2-syllable word	Movement of pitch across syllables
4. 4-syllable word	Movement of pitch across syllables
5. Word-level rhythm	Shorter/longer

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#1 Tips & Tricks: Elastic Band Integration



Instructional & Feedback Uses

- Syllables (concept & number of)
- Vowel lengths (short or long)
- Word- & sentence-level stress (characteristics: pitch change & duration)
- Pitch patterns (movement of pitch)

Integrating Intonation Skill Development

1. Vocabulary

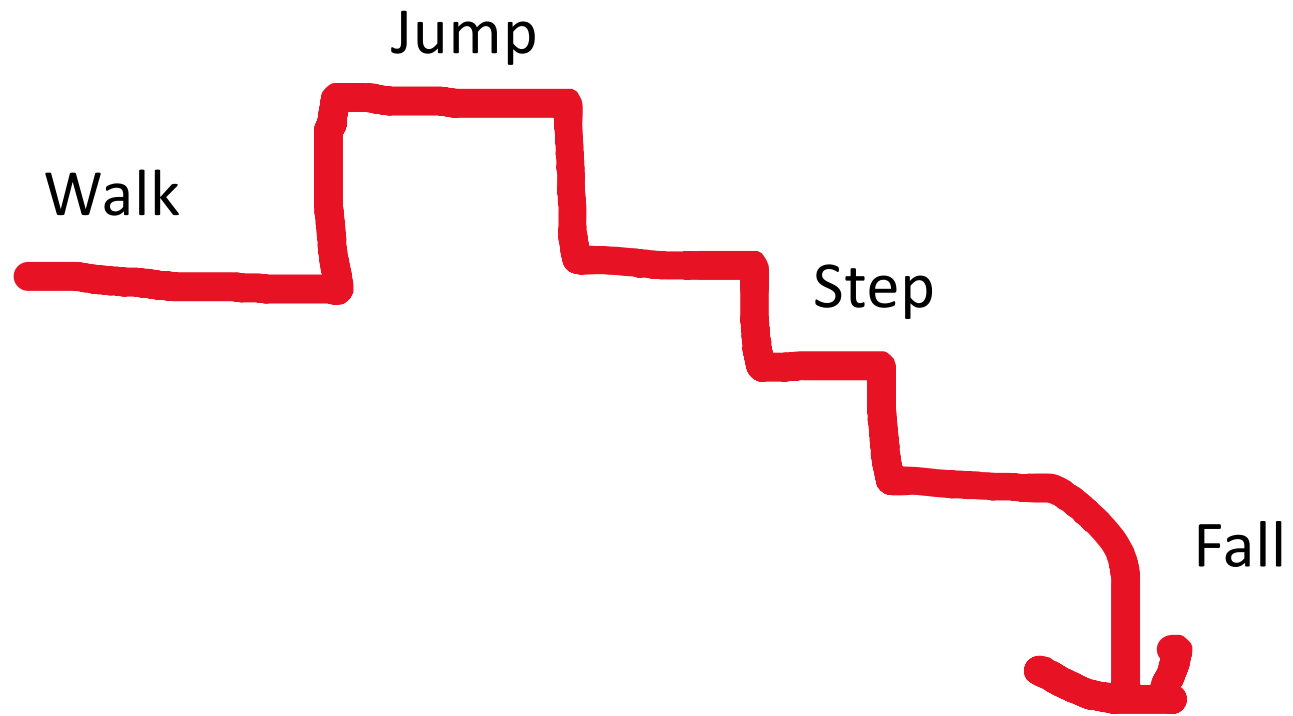
2. Speaking 1 (Mini Dialogues)

3. Grammar (Sentence Combining)

4. Listening (YouGlish)

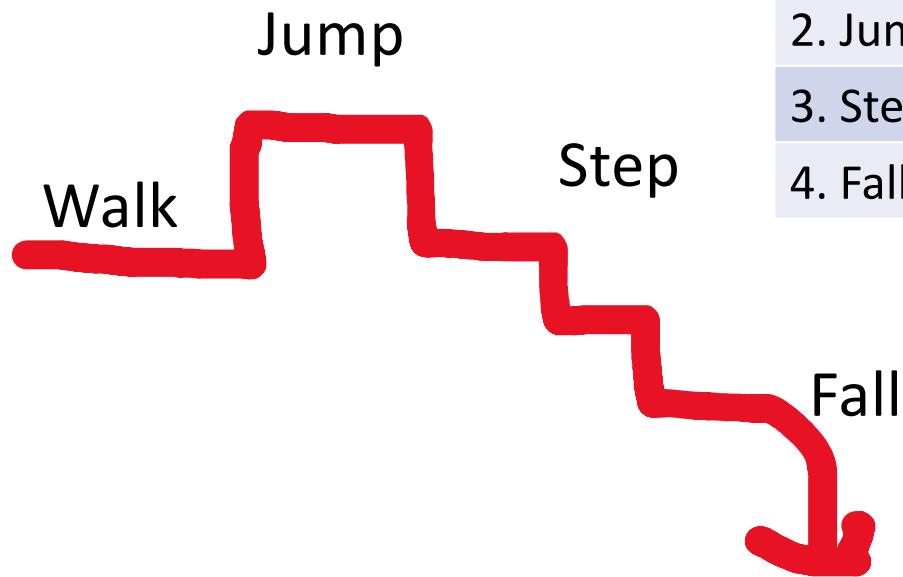
5. Speaking 2 (TED Talks)

Tip & Trick #2



#2 Tips & Tricks: Walk, jump, step, fall

Build Blocks	Targets Features
1. Walk	Average pitch (monotone)
2. Jump	Prominence: pitch change & length
3. Step	(after prominence)
4. Fall	(statement pattern)



VOCABULARY & Intonation Skill Building

/ɪn təʊ'neɪʃən /

VOCABULARY & Intonation Skill Building

in + to + NA + tion

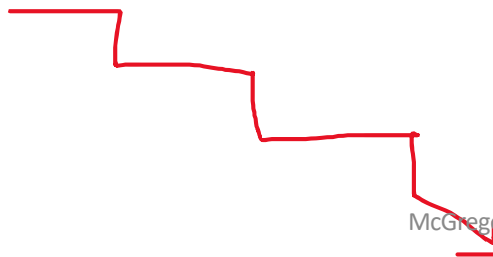
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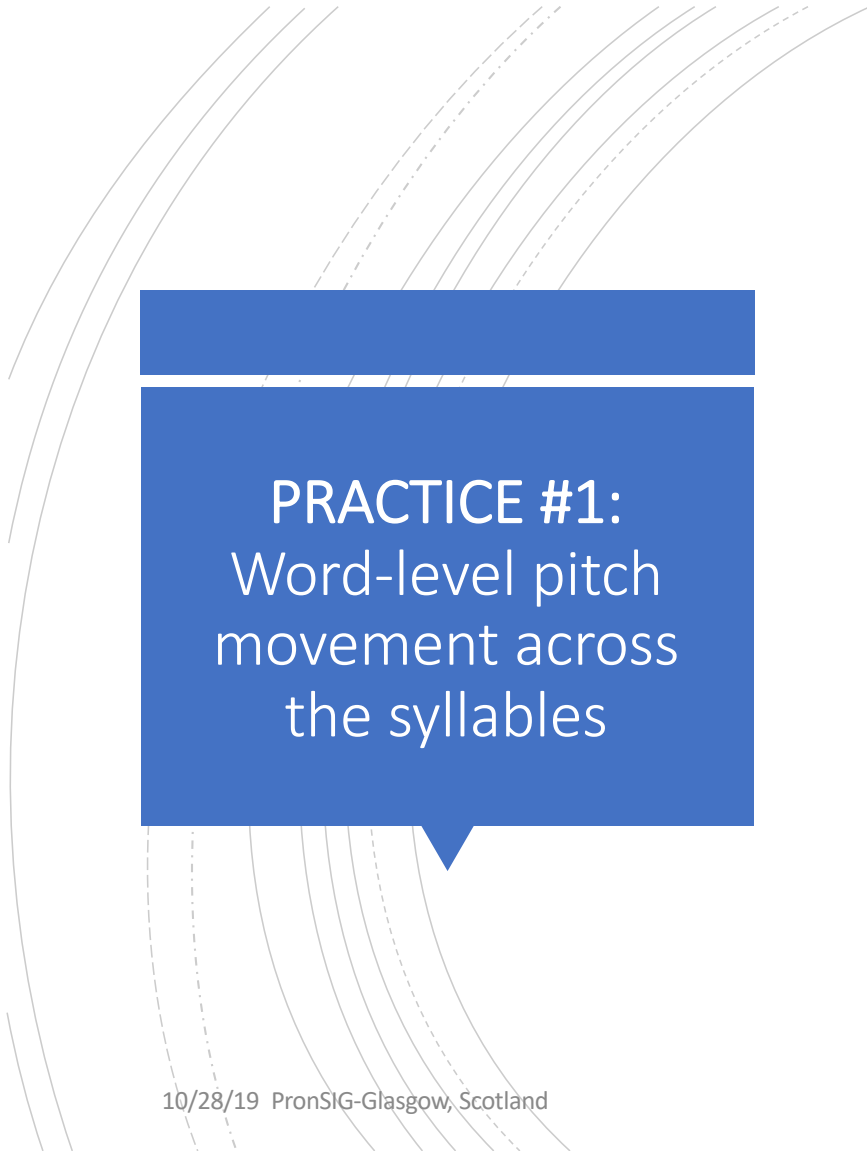
1. How many syllables are in the word **intonation**? 4
2. Which syllable carries the stress? 3
3. What is the shape of the word, a or b?

a.



b.

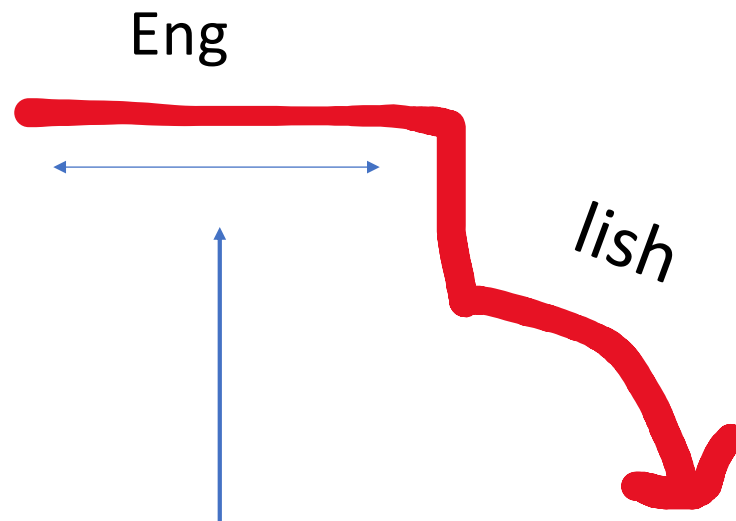




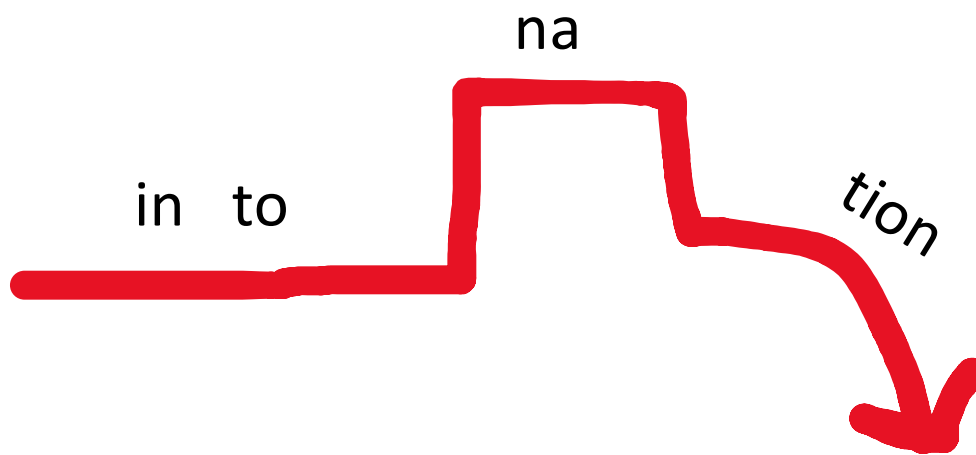
PRACTICE #1:
Word-level pitch
movement across
the syllables

Intonation
Pitch
Chunk
Thought groups
Prominence
Pitch contour
Pitch change
Duration
Syllable
Multisyllabic

Example: English



Example: Intonation



VOCABULARY & Intonation Skill Building

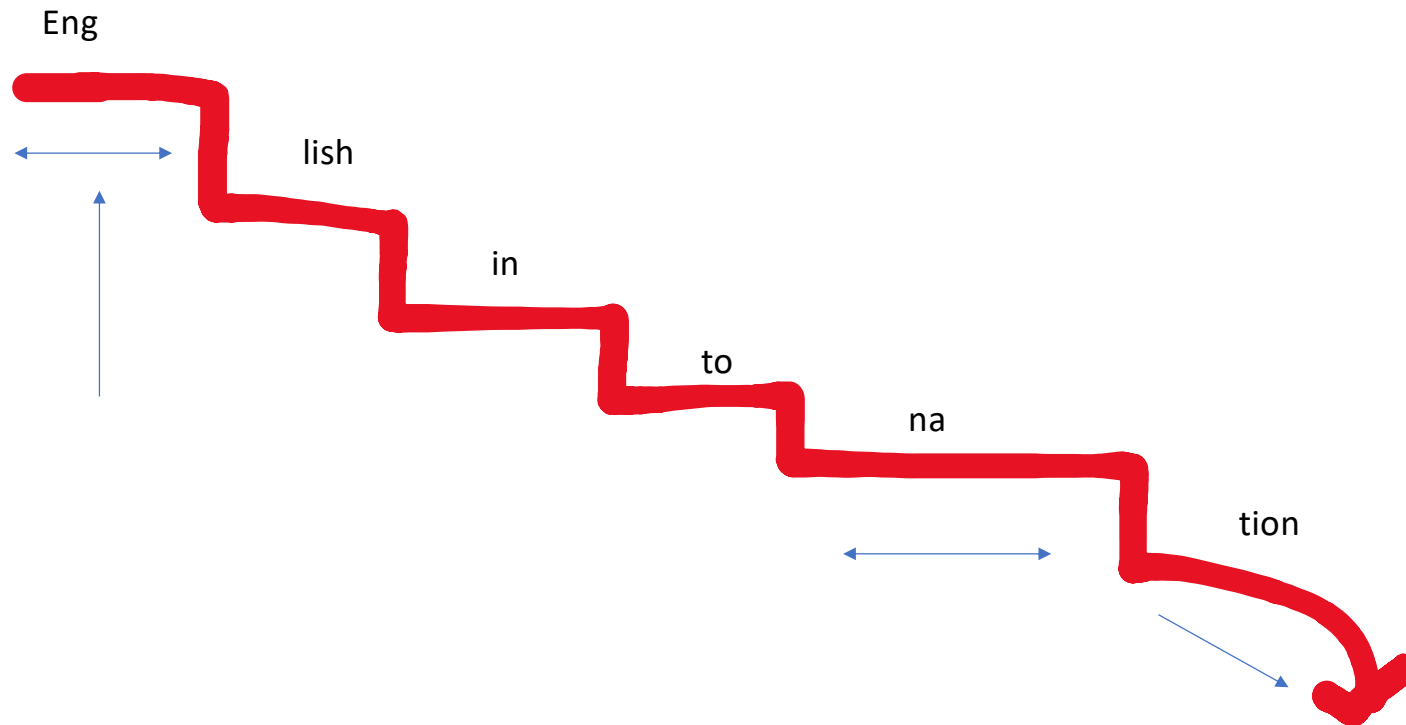
Target Features

- Number of syllables
- Word-level stress placement & production
 - Pitch change, duration
- Word-level intonation
 - Pitch movement
- Word-level rhythm
 - Stressed/unstressed syllables

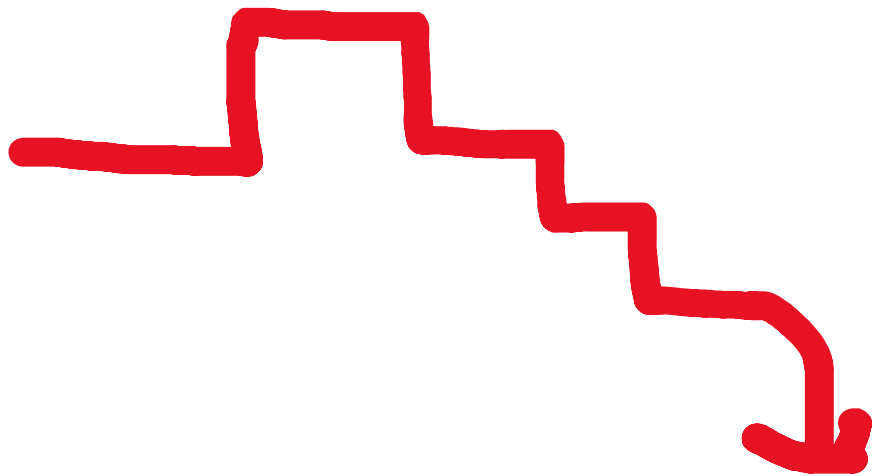
Skill-Building Process

1. Can you hear it?
 - a) Stress-pitch change/movement; duration (stressed/unstressed)
2. Do you understand the feature?
 - a) Syllable, word stress (focus), pitch change, length (duration), pitch movement, rhythm
3. Do you know how to practice?
 - a) “Walk, jump, step, fall”

Example: English intonation



#2 Tips & Tricks: Walk, jump, step, fall



Instructor Feedback:

1. Walk: "I don't hear walking..."
2. Jump: "There are too many jumps in your sentence."
3. Step: "Your voice drops...take a smaller step."
4. Fall: "Stretch so it sounds like falling."

Speaking 1 & Intonation Skill Building

A husband and wife prepare to go to a dinner party.

H: Ready?

W: Not yet.

H: Now?

W: Almost.

H: Now?

W: Yes.

H: Finally.

PRACTICE #2:
Intonation &
meaning

Use the walk, jump, step, fall notation to mark the appropriate meaning conveyed in the dialogue.

Husband: Ready?

Wife: Not yet.

Husband: Now?

Wife: Almost.

Husband: Now?

Wife: Yes.

Husband: Finally.

Speaking 1 & Intonation Skill Building

A husband and wife prepare to go to a dinner party.

H: Ready?



W: Not yet.



H: Now?



W: Almost.



H: Now?



W: Yes.



H: Finally.



Speaking 1 & Intonation Skill Building

Target Features

- Prominence
 - pitch change
 - duration/length
- Pitch contour
 - Rising & falling
 - Movement (syllables)

Skill-Building Process

1. Can you hear it?
 - a) Pitch=> thought groups
 - b) Pitch/duration=> stress
 - c) Pitch contour=>movement
2. Do you understand the feature?
 - a) Thought groups, prominence, pitch contour
3. Do you know how to practice?
 - a) Produce intonation on the dialogue

Grammar & Intonation Skill Building

1.1 Janet was working hard on her test.

1.2 Sue slipped her a note.

2.1 Janet unfolded the paper carefully.

2.2 She didn't want her teacher to see.

3.1 The note asked for help on a question.

3.2 The question was important.

PRACTICE #3:
Intonation &
meaning

1.1 Janet was working hard on her test.

1.2 Sue slipped her a note.

2.1 Janet unfolded the paper carefully.

2.2 She didn't want her teacher to see.

3.1 The note asked for help on a question.

3.2 The question was important.

Grammar & Intonation Skill Building

1.1 /**JAN**et was working hard on her test./

1.2 /**SUE** slipped her a note./

2.1 /Janet un**FOLD**ed the paper carefully./

2.2 /She **DIDN'T** want her teacher to see./

3.1 /The **NOTE** asked for help on a question./

3.2 /The **QUE**stion was important./

Grammar & Intonation Skill Building

Part 2: Read the combined-sentence story.

1. /Janet was working hard on her test / when sue slipped her a note./
2. /She unfolded the paper carefully / because she didn't want her teacher to see./
3. /The note asked for help on an important question. /

Grammar & Intonation Skill Building

Target Features

- Parsing=>thought groups/“chunks”
- Prominence
 - Pitch change, duration
- Pitch contour
 - Statements (fall at the end)
 - Walk, jump, step, fall
- Rhythm
- Linking

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Skill-Building Process

1. Can you hear it?
 - a) Pause=> thought groups
 - b) Pitch/duration=> stress
 - c) Pitch contour=>movement
2. Do you understand the feature?
 - a) Thought groups, prominence, pitch contour
3. Do you know how to practice?
 - a) Read sentences with features.

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Listening & Intonation Skill Building



Target Phrase:
the art and science of...

PRACTICE #4:
Listening for
Prominence

YouGlish.com



Target Phrase:
the art and science of...

Listening & Intonation Skill Building

Target Features

- Prominence
 - Pitch change
 - Duration/length
- Pitch contour
 - Movement (syllable, across phrase)

Skill-Building Process

1. Can you hear it?
 - a) Pause=> thought groups
 - b) Pitch/duration=> stress
 - c) Pitch contour=> movement
2. Do you understand the feature?
 - a) Thought groups, prominence, pitch contour
3. Do you know how to practice?
 - a) Listen and notice the features of prominence

Speaking 2 & Intonation Skill Building



https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Shadow Practice (Voice-Over):

1. Discuss script
2. Listen & mark target features
3. Shadow practice
4. Record you own version
5. Compare, Revise, Get feedback



PRACTICE #5:
Listening &
Speaking

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“Is this job tough? You betcha.

Oh God,

You betcha.

But it is not impossible.

We can do this.

We’re educators.

We’re born to make a difference.”

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-Rita Pierson

Speaking 2 & Intonation Skill Building



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Is **THIS** job tough? You **BET**cha. /

OH God, /

YOU betcha. /

But it is **NOT** impossible. /

We can **DO** this. /

We're **ED**ucators. /

We're **BORN** to make a difference. /

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Speaking 2 & Intonation Skill Building

Target Features

- Prominence
 - Pitch change
 - Duration/length
- Pitch contour
 - Rising & falling
 - Movement (syllables)

Skill-Building Process

1. Can you hear it?
 - a) Pitch=> thought groups
 - b) Pitch/duration=> stress
 - c) Pitch contour=> movement
2. Do you understand the feature?
 - a) Thought groups, prominence, pitch contour
3. Do you know how to practice?
 - a) Produce intonation on the dialogue



Reflection Time...

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Thank you!

Feel free to contact me with
questions, comments, or
feedback.