

Homework: ideas for practising and improving pronunciation out of class

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Why give learners
pronunciation homework?

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text is centered on the left side of the slide.

Why give learners pronunciation homework?

- ▶ Allows for skills development outside the classroom, autonomous learning
- ▶ Can focus on productive and receptive skills
- ▶ Gives opportunity for repetition & recycling
- ▶ Learners can practise at their own pace
- ▶ Feedback can be immediate &/or personalised

Aim to focus on:

1) recycling coursebook and classroom material plus differentiation of tasks

2) a couple of examples of technology for practice outside the classroom

3) phonemes / citation forms / preparation for speaking / pronunciation for listening

Assumption:

Learners will have the chance to practise activities whilst supported in class before being asked to do them for homework

Points to consider

Teachers

- ▶ Time to prep
- ▶ Feedback needed
- ▶ Time to mark

Learners

- ▶ Can go at own pace
- ▶ Lots of repetition possible
- ▶ Feedback immediate or delayed

Focus on phonemes

“Learning to pronounce

Lines 1 - 4

- 1 The critical thing about learning second language
- 2 pronunciation is that it is more a process of skills
- 3 acquisition than of improving cognitive knowledge –
- 4 pronunciation is what you can do, not what you know.

→ pronunciation is what you can do, not what you know.

5 Because of this skills component, pronunciation teaching
6 can learn a lot from the skills acquisition processes found in
7 sports or in playing a musical instrument. At its simplest,

→ 5 Because of this skills component, pronunciation teaching
6 can learn a lot from the skills acquisition processes found in
7 sports or in playing a musical instrument. At its simplest,
8 skills acquisition can be seen as a three-stage process, with
9 a cognitive stage being followed by associative and
10 autonomous stages."

Focus: Phonemes

Suggestion: Sound hunt

Use a reading or listening text from class

- ▶ Variety of activities in the handout
- ▶ Listening scripts with recordings are useful

T
Prep: ✗
or key
Fb: delayed or
key
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: delayed
or key

Focus: Pronunciation of specific sounds
in words

Suggestion: Voice activated dictation

Use words from course book or give out words

<https://dictation.io/>

[Phrases can also be used]

T
Prep: ✗
or word list
Fb: ✗ but follow
up problem
sounds
Mark: ✗
Or option to mark

L
L pace: ✓
reps: ✓
Fb: immediate
But L might want
to check accuracy
of computer

Dictation exercises

Sleep	OK
Feel	OK
Feet	OK
Heat	OK
Least	OK
Neat	Meet
Peek	Peak ✓
Reach	Reed
Reject	Project
Scene	Seeing

Slip	OK
Fill	Feel
Fit	OK
Hit	OK
List	OK
Knit	Meet
Pick	Big
Rich	OK
Reject	OK
Sin	Sing

Slip	<u>Sleep</u>
Fill	<u>Phil</u>
Fit	Fit
Hit	Hit
List	List
Knit	<u>Nip</u>
Pick	<u>Pick</u>
Rich	<u>Bridge</u>
Reject	Reject
Sin	<u>Thin</u>
Believe	Believe
Lid	<u>Leap</u>
Ship	<u>Sheep</u>
Lettuce	<u>Ladies</u>
Private	Private

/ɜː/

Serve

/sɜːrv/

Said, fair, tears, says,

seth, serve, fair, said

Word

/wɜːrd/

Ward, word, weird,

where

Journal

/'dʒɜːnl/

Jonah, journal, jerma,

journal, German

Sir

/sɜː(r)/

Seb, set, fair, sarah, sir

sure, sir, sir, sarah,

sarah, sure, sir, sir, sir

Worth

/wɜːθ/

Wharf, weird, worth,

where's, worth, weird

where's, words,

where's, weird

Focus on stressed
syllables

Focus: Stressed syllables

Suggestion: Syllable hunt

- ▶ Look at the last sentence
- ▶ Find words that have the following syllables in them
/sɪmp/ /zɪf/ /prəʊ/ /kɒg/ /fɒl/ /səʊ/ /tɒn/
- ▶ Draw a circle round them

T
Prep: <5 mins
Fb: delayed
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: own obs/
delayed

7 sports or in playing a musical instrument. At its simplest,
8 skills acquisition can be seen as a three-stage process, with
9 a cognitive stage being followed by associative and
10 autonomous stages."

Focus: Stressed syllables

Suggestion: Syllable hunt

T prep: pick out some primary stressed syllables to match in phonemes if learners can use them

- ▶ Look at the last sentence
- ▶ Find words that have the following syllables in them
/sɪmp/ /zɪf/ /prəʊ/ /kɒg/ /fɒl/ /səʊ/ /tɒn/
- ▶ Listen again. Are these syllables stressed?
- ▶ Practise saying the words.

T
Prep: <5 mins
Fb: delayed
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: own obs/
delayed

Focus on citation form
of words

Focus: revision of words

Examples of using pronunciation to do vocabulary revision.

Speak to a partner.

Would you use any of these activities with your learners?

Which one/s and why?

T
Prep: varied
Fb: delayed or key
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: delayed or key

Problem: variability of spoken language

<https://youglish.com/>

- ▶ Show your learners youGlish.com
- ▶ Select the accent you prefer
- ▶ Type in the phrase and they will be able to listen to it being said by different people in context

T
Prep: ✗
Fb: ✗
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: own
observation

Extension/ variation

- ▶ How should it sound?
- ▶ Teach your learners how to use recordings such as those on youGlish to shadow or mirror

Focus: pronunciation
skills development for
a speaking task

Focus:
pronunciation
skills
development for
a speaking task

2 **T 53** Listen and complete the conversation between Ben and Alice.

B I'm going shopping. Do we need anything?

A I don't think so. ... Oh, hang on. We haven't got any sugar.

B It's OK. It's on my list. I _____ some.

A What about bread?

B Good idea! I _____ a loaf.

A What time will you be back?

B I don't know. I might stop at Nick's. It depends on how much time I've got.

A Don't forget we _____ tennis with Dave and Donna this afternoon.

B Don't worry. I _____ forget. I _____ back before then.

A OK.

Memorize the conversation. Close your books and practise with a partner.

Unit 5 NEW HEADWAY INTERMEDIATE
student's book 3rd Ed.

T 51 Ben's list

B = Ben, A = Alice

- 1 B I'm going shopping. Do we need anything?
- 2 A I don't think so. ... Oh, hang on. We haven't
- 3 got any sugar.
- 4 B It's OK. It's on my list. I'm going to buy some.
- 5 A What about bread?
- 6 B Good idea! I'll get a loaf.

- 7 A Er, what time will you be back?
- 8 B I don't know. I might stop at Nick's. It
- 9 depends on how much time I've got.
- 10 A Don't forget we're playing tennis with Dave
- 11 and Donna this afternoon.
- 12 B Don't worry. I won't forget. I'll be back before
- 13 then.
- 14 A OK.

T 5.1 Ben's list

B = Ben, A = Alice

- 1 B I'm going shopping. Do we need anything? |
2 A I don't think so. .|. Oh. | hang on. | We haven't
3 got any sugar. |
4 B It's OK. | It's on my list. | I'm going to buy some. |
5 A What about bread? |
6 B Good idea. | I'll get a loaf. |
7 A Er. | what time will you be back? |
8 B I don't know. | I might stop at Nick's. | It
9 depends on how much time I've got. |
10 A Don't forget. | we're playing tennis with Dave }
11 and Donna. | this afternoon. }
12 B Don't worry. | I won't forget. | I'll be back before
13 then. |
14 A OK. |

Mark the places where the speaker pauses (the thought groups).

NB This can vary from speaker to speaker

Unit 5

NEW HEADWAY INTERMEDIATE
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- 5 A What about bread? |
- 6 B Good idea! | I'll get a loaf. |
- 7 A Er | what time will you be back? |
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- 9 depends on how much time I've got. |
- 10 A Don't forget | we're playing tennis with Dave
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- 13 then. |
- 14 A OK. |

Decide which is the most important word in each thought group

NB this will change depending on what the speaker wants to say

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3 got any sugar. |
4 B It's OK | It's on my list | I'm going to buy some. |
5 A What about bread? |
6 B Good idea! | I'll get a loaf. |

Checklist 1: Most important word

Did your voice go up or down on these words? Pitch change and length.

Line		yes	no		yes	no
1	shopping	___	___	<u>shopping</u>	need	___ <u>need</u>
2	think	___	___	<u>think</u>	oh	___ <u>oh</u>
	hang	___	___	<u>hang</u>		
3	sugar	___	___	<u>sugar</u>		
4	OK	___	___	<u>OK</u>	list	___ <u>list</u>
	buy	___	___	<u>buy</u>		
5	bread	___	___	<u>bread</u>		
6	idea	___	___	<u>idea</u>	get	___ <u>get</u>

T
Prep: Yes
Time varied
Fb: class follow up
Mark: ✗
Or option to mark

L
L pace: ✓
reps: ✓
Listen to own recording
Fb: self assess
Checklist to help
Can ask in class

Pronunciation skills development worksheet

What are the advantages and disadvantages of using this activity with your learners?

Focus: pronunciation
for listening

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Listening for features of connected speech

- ▶ Listening scripts can be reused for homework
- ▶ Students look at a section of the text and predict where they might hear the target feature
- ▶ Listen again to confirm
- ▶ Option to follow up in the next class

T
Prep: ✗
Fb: class follow up
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: listen and check
Can ask in class

Listening for the most stressed syllables

- ▶ Turn down the volume
- ▶ Learners listen at home: from course book/ podcast
- ▶ Write down the stressed words/ parts of words they can hear
- ▶ Try to work out meaning
- ▶ Listen again with volume up or use tape script/ transcript for feedback

T
Prep: ✗
Fb: class follow up
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: listen at normal volume/
use tape script to check

Focus: Pronunciation for listening

Decoding words - lower levels

On handout:

Instructions on how to make a gap fill task from a YouTube video with subtitles for homework

T
Prep: 20 mins
Fb: give key
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: key

Some things I've learned about using YouTube for listening practice

- ▶ Search with ,cc to get videos with subtitles
eg 'Halloween, cc'

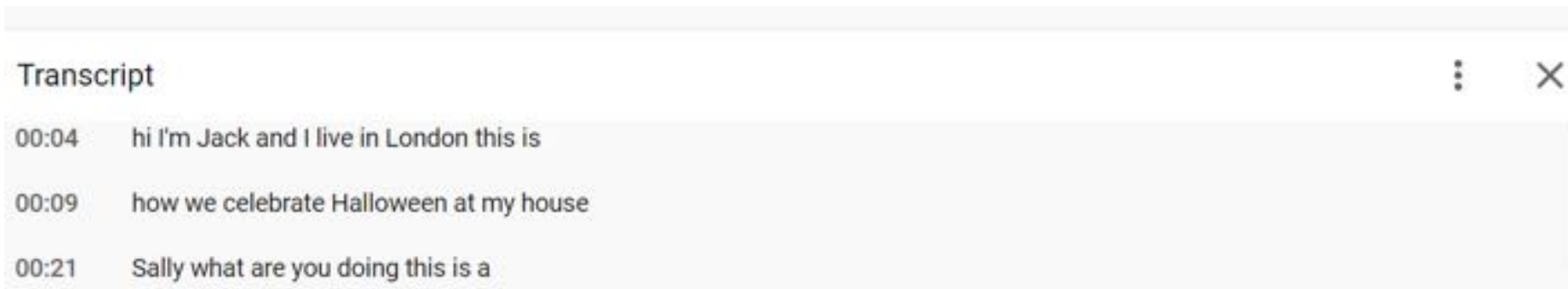
Some things I've learned about using YouTube for listening practice

- ▶ Click on the 3 Horizontal dots



Some things I've learned about using YouTube for listening practice

- ▶ Have it with or without time markers. Click on the 3 vertical dots



The screenshot shows a 'Transcript' window from YouTube. The window has a title bar with the word 'Transcript' on the left, three vertical dots in the center, and a close button (an 'X') on the right. Below the title bar, there is a list of transcript entries, each with a time marker and a snippet of text:

Time	Text
00:04	hi I'm Jack and I live in London this is
00:09	how we celebrate Halloween at my house
00:21	Sally what are you doing this is a

Some things I've learned about using YouTube for listening practice

- ▶ Click on the back arrow to go back 5 seconds

T
Prep: 20 mins
Fb: give key
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: key

Focus: Pronunciation for listening and pronunciation for grammar practice

- ▶ Olya Segreeva
- ▶ TubeQuizard quizzes
- ▶ Amazing collection of already existing quizzes in particular for B1 and above
- ▶ <http://tubequizard.com/>

“I’ve lived in Italy for 5 years.”

Problem: Student misunderstands that I still live in Italy

Question: Does the student not understand the grammar or has the student not heard /v/?

- ▶ If it’s the latter, one option is to use TubeQuizard quizzes for micro listening tasks

Channel: ODN

What's next for Larry the Cat as David Cameron leaves No.10?

go to all quizzes based on this video

edit the quiz

David Cameron may be moving out - but onerresident isn't budging. Meet Larry - mouse-catcher extraordinaire.

(1) check He started out life at Battersea Cats and Dogs home...

... before being adopted at number ten. (2)

check - with over 56 thousand followers on Twitter. He's popular for keeping mice and rodents

at bay in the famous building. But like any moggy - (3)

check scraps... But on the whole - (4) check

And while others will come and go - the newest of course being Theresa May... Larry will continue in his post.

Calculate score Your score:



- Click on a line to hear it
- < goes back 5 secs
- Immediate feedback

- <http://tubequizard.com/quiz.php?id=83>

T
Prep: ✗
Fb: ✗
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: immediate

Practise listening for articles

Channel: ODN

Thousands take part in Spain's annual tomato fight 2016

go to all quizzes based on this video edit the quiz

Take 20,000 people, add 150,000 kilos of tomatoes, and this is what you get.

It's (1) famous 'Tomatina' festival, held in (2) Spanish town of Bunol on (3) third

Wednesday of August every year.

(4) massive food fight dates back to 1945, and (5) apparently spontaneous bust-up between villagers.

(6) festival was banned for (7) time during (8) 1950s at (9) height of General Franco's dictatorship, but nowadays it draws (10) huge international crowd.



T
Prep: ✗
Fb: ✗
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: immediate

<http://www.tubequizard.com/quiz.php?id=58>



Pronunciation for Listeners

Film & animation

13 items



B1 B2 C1 C2

Disappearing sounds. Practice catching frequently used words that end in /t/ or /d/.

T
Prep: ✗
Fb: ✗
Mark: ✗

L
L pace: ✓
reps: ✓
Fb: immediate

Channel: Sherlock

First Memories Working On Sherlock - Sherlock

go to all quizzes based on this video

edit the quiz

Learning the lines for the

audition really. (1)

check

of work I ever did (2)

check

and (3)

check

this is hard (4)

check

fun.

Victim is in her (5)

check

thirties,

professional person going by her clothes

and guessing something in the media going by the frankly alarming shade of pink.

I suppose my (6)

check

memory would

have been the audition process. I came in

on my own. (7)

check

very well (8)

check

I

came in and read with Ben and (9)

check much better.



<http://www.tubequizard.com/quiz.php?id=91>

On your handout:
Instructions on how to create your
own quizzes within Tubequizard
(from Olya Segreeva)

Quick recap:

- ▶ Phonemes
- ▶ Syllable hunt/ turn down the volume
- ▶ Vocabulary revision activities
- ▶ Voice activated dictation
- ▶ YouGlish
- ▶ Using tape scripts: gap fill activities/ prediction
- ▶ Preparation for speaking: existing or own texts
- ▶ TubeQuizard quizzes

Choose one of these activities that you think would be useful to use with your learners.

Speak to a partner, tell them which one and why.

/θæŋks/