

MINDFUL PRONUNCIATION ACTIVITIES FOR VYL&YL

Sinziana Socol



Mindful Moment:

*Take a few seconds to feel
the space inside and around
you with all your senses.*

*What can you hear, see,
smell, touch, taste? Tell us
in the chat!*





IN THIS SESSION WE WILL EXPLORE...

- What pronunciation and mindfulness are and how they are connected
- Why and when to teach pronunciation
- How to teach pronunciation to (very) young learners in a mindful way



YES/NO/? (I DON'T KNOW)
WRITE IN THE CHAT



How do you feel about teaching pronunciation (mindfully) to your VYL and YL?

- What is mindfulness/mindful pronunciation?!
- I love it and I'm keen to learn more
- I don't even have time
- I'm not sure what and how to do it
- I have a terrible accent
- I would rather teach grammar and other important things
- It's something else. What? Tell us in the chat.



WRITE THE NUMBER OF THE SENTENCES
YOU AGREE WITH IN THE CHAT

WHAT IS PRONUNCIATION?





WRITE THE NUMBER OF THE SENTENCES YOU AGREE WITH IN THE CHAT

1. Pronunciation is the way we say sounds (consonants, vowels) and words. ✓
2. Pronunciation is about the quality of sounds (rhythm, speed, volume) and connected speech (word and sentence stress, intonation, weak forms, contractions, etc.) ✓
3. Pronunciation and phonics are the same thing. ✗
4. Pronunciation and phonics are similar because they both involve the sounds of English. ✓
5. Phonics is the relationship between sounds and letters. ✓
6. Before we teach phonics, we need to raise our learners' phonological awareness. ✓
7. Phonological awareness is the ability of younger learners to identify, isolate and combine sounds. ✓

WHAT IS PRONUNCIATION?



CAMBRIDGE DICTIONARY

"Mindfulness is the practice of being aware of your body, mind, and feelings in the present moment, thought to create a feeling of calm."

"Mindfulness is a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress."

"Every part of every lesson is already a pronunciation lesson from the first moment to the last, even if the teacher never teaches or corrects pronunciation."

ADRIAN UNDERHILL

PHONOLOGICAL AWARENESS & MINDFUL LISTENING

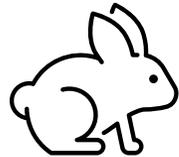
listening walk, mindful listening, sorting quiet&loud objects, guess the sound, which instrument, adjust the volume, matching sounds, can you make the sound (animal sounds, body percussion)

PHONOLOGICAL AWARENESS & MINDFUL LISTENING

listening walk, mindful listening, sorting quiet&loud objects, guess the sound, which instrument, adjust the volume, matching sounds, can you make the sound (animal sounds, body percussion)



SLOW



FAST



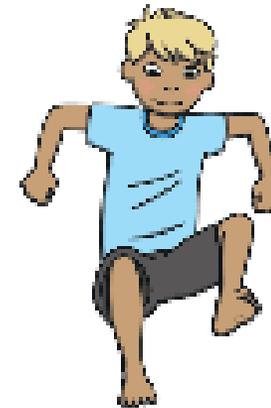
LOUD



QUIET



clap



stomp

THE PHYSICALITY OF SOUNDS &
BREATHING MEDITATIONS

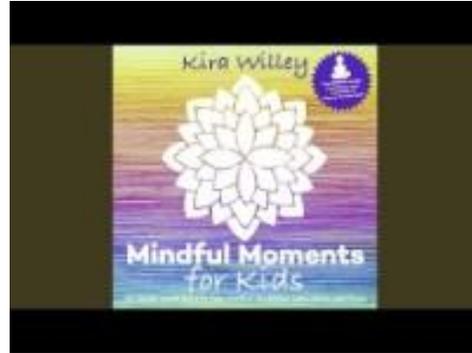


BEE PRESENT...BEE BREATH

What small thing that can fly
makes the sound ZZZZ?
Do you know other insects that
make the same sound?

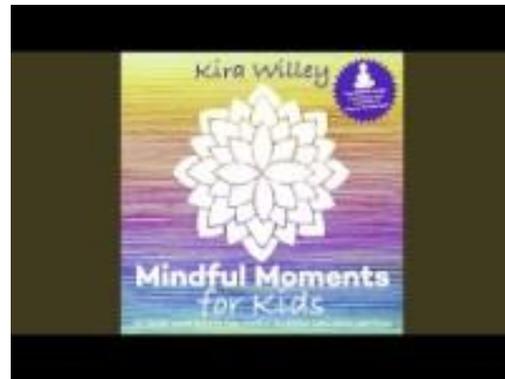


HOT CHOCOLATE - /m/



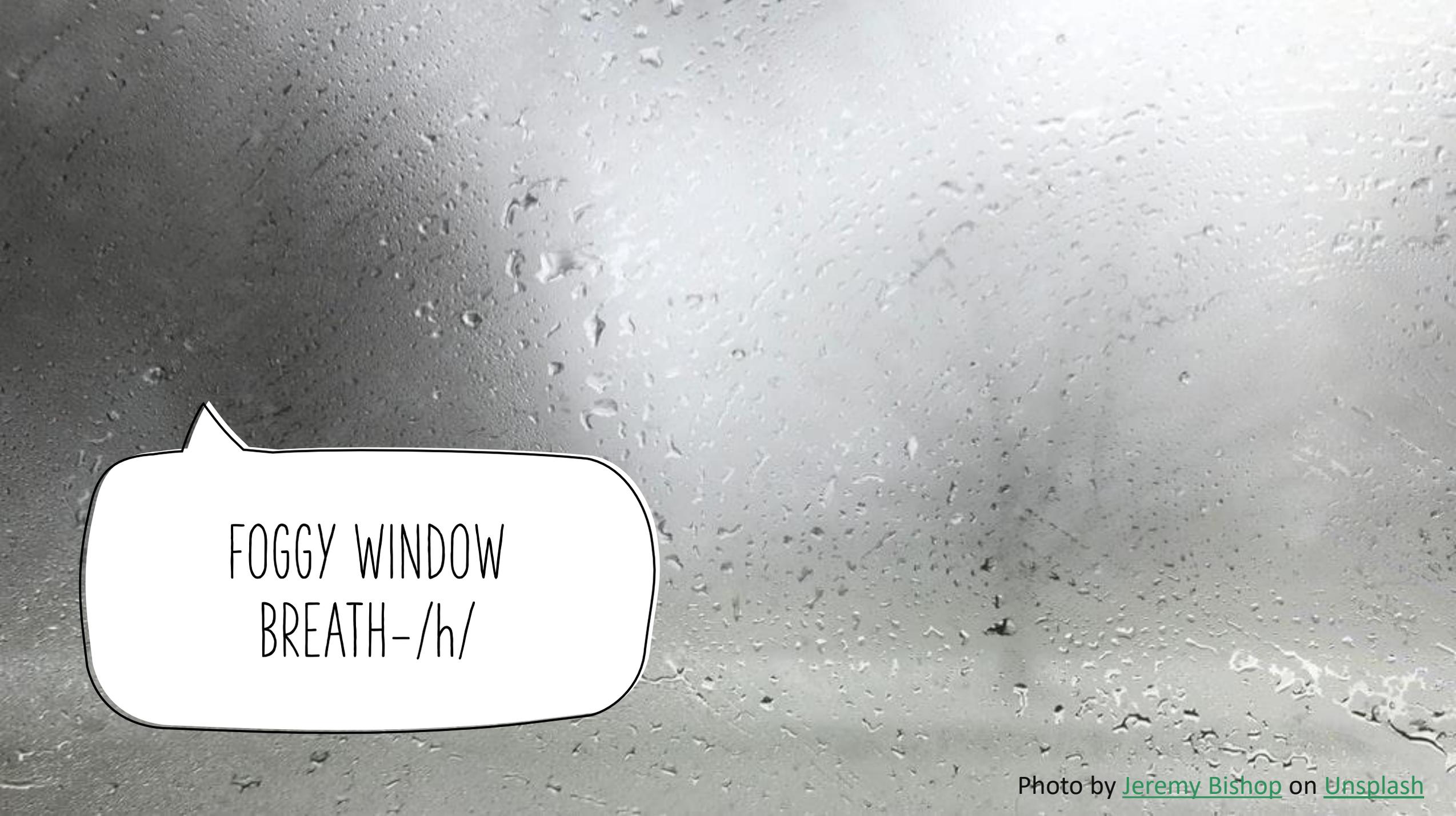
Video: <https://youtu.be/yIB9Bc1Vt1s> | Hot Chocolate | Mindful Moments | Kira Willey

HOT SOUP - /h/



Video: <https://youtu.be/8-PoMasaqLM> | Hot Soup | Mindful Moments | Kira Willey





FOGGY WINDOW
BREATH- /h/

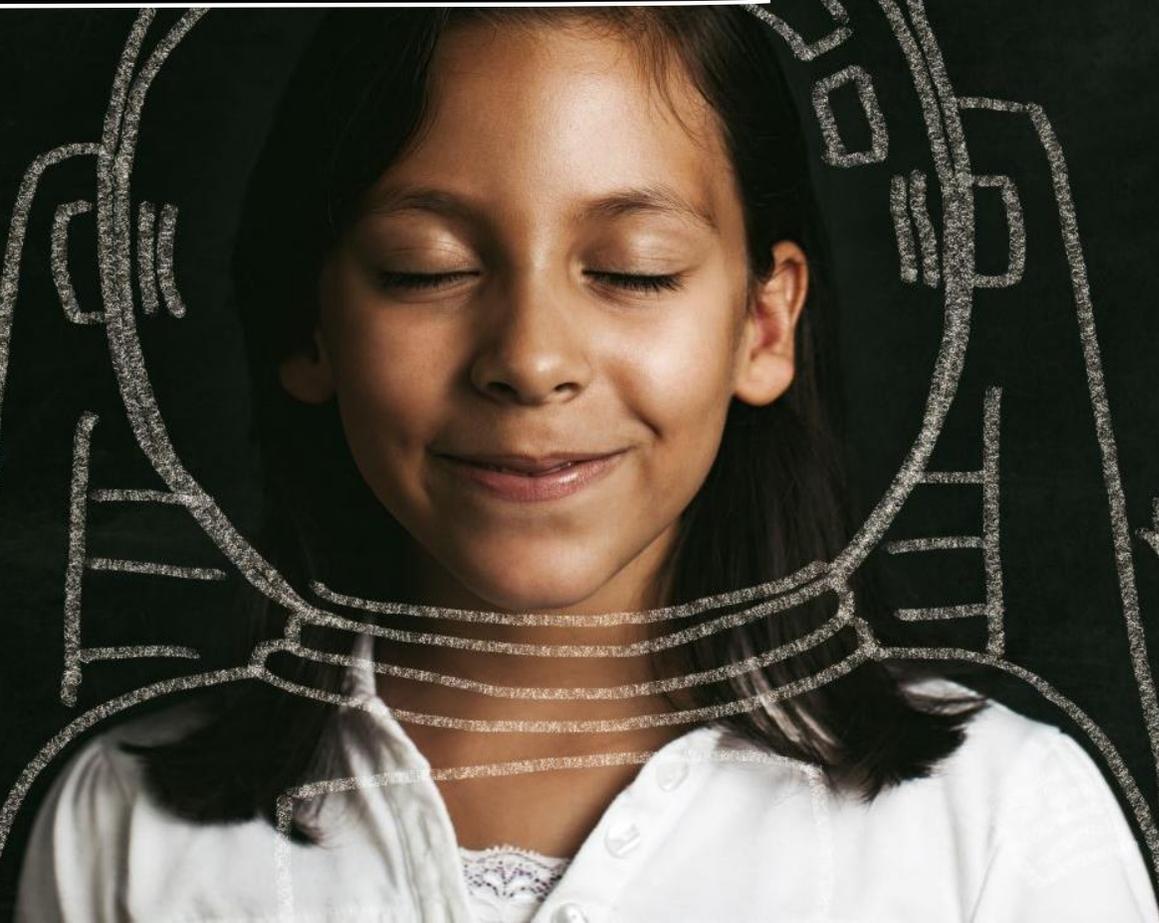
TONGUE TWISTERS

<https://learnenglishkids.britishcouncil.org/tongue-twisters>

*'She sells seashells
by the seahore.'*

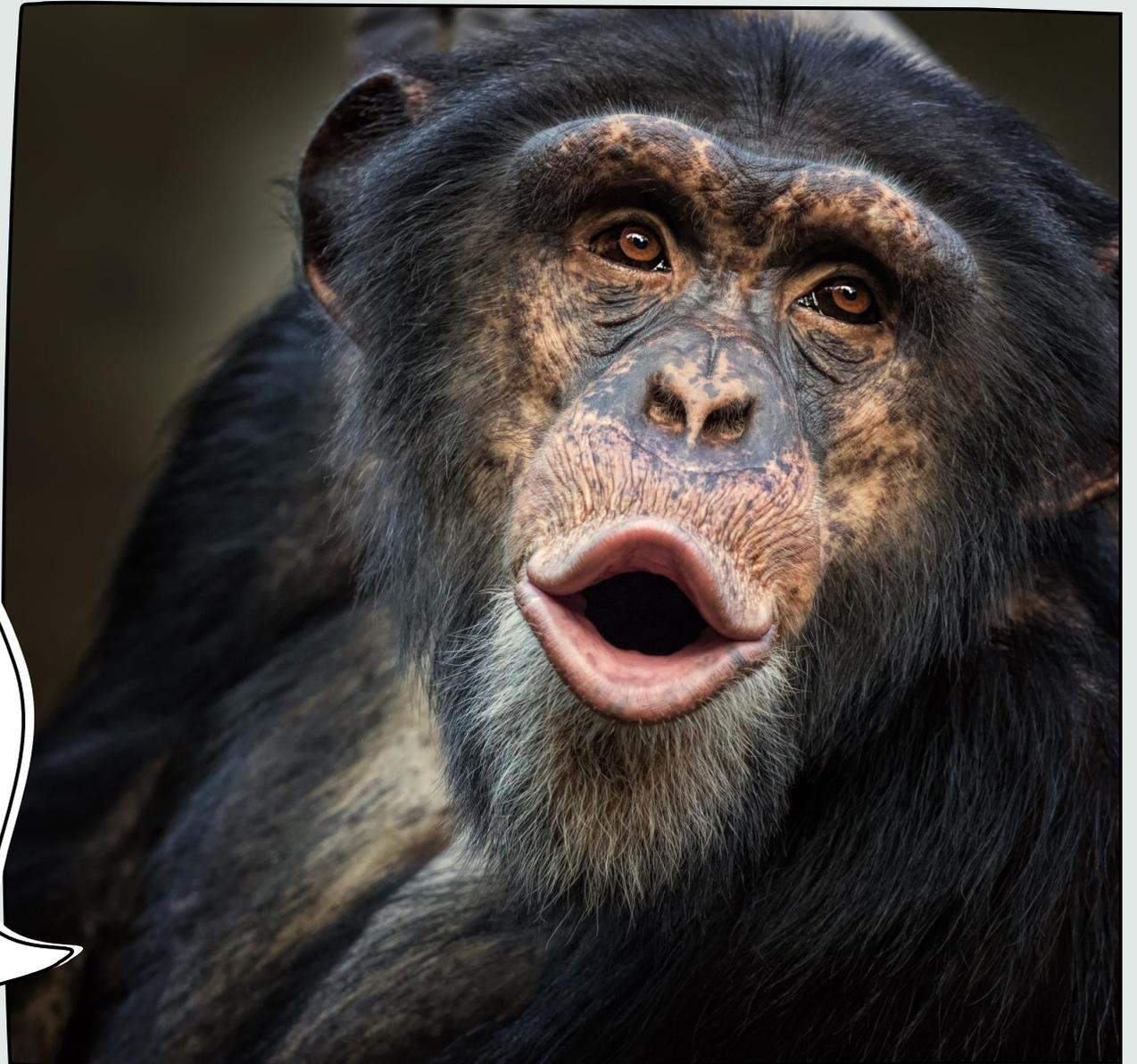


GUIDED IMAGERY/VISUALISATIONS



AN EXAMPLE OF A CYCLE USED TO TEACH SOUNDS

- Click on the link in the chat:
<https://wordwall.net/resource/22666719>
- Look at the stages and description of each stage and try to match them



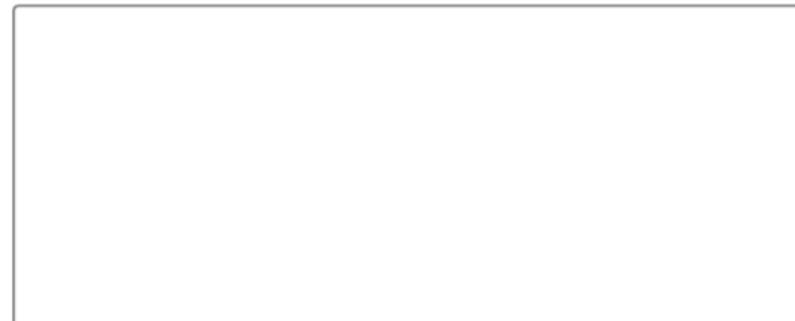
1st stage - Receptive Listening/Recognition

2nd stage - Physicality



3rd stage - Drilling

4th stage - Restricted productive practice



3. Allows learners to focus on the target sound and experiment with it

10. Singing



2. Listen and sort the objects into words containing the target sound and words that don't contain it

8. Dictated bingo (by the teacher)

5. Peer dictation

11. Gives learners time to work with the sound, internalise it with no pressure to produce



4. Stand up-sit down/clap or stomp/ thumbs up or down according to the sound you hear

12. memory game (in pairs)



1. Explain how to articulate a problem sound

7. Chanting



13. wheel craft (in pairs)

9. Peer dictated bingo



6. Different types of drilling (choral, individual, substitution, quiet-loud, silent etc.)

1st stage - Receptive Listening/Recognition



2. Listen and sort the objects into words containing the target sound and words that don't contain it ✓



4. Stand up-sit down/clap or stomp/ thumbs up or down according to the sound you hear ✓

8. Dictated bingo (by the teacher) ✓

11. Gives learners time to work with the sound, internalise it with no pressure to produce ✓

2nd stage - Physicality



1. Explain how to articulate a problem sound ✓

3rd stage - Drilling



6. Different types of drilling (choral, individual, substitution, quiet-loud, silent etc.) ✓

7. Chanting ✓

10. Singing ✓

4th stage - Restricted productive practice

3. Allows learners to focus on the target sound and experiment with it ✓

5. Peer dictation ✓

9. Peer dictated bingo ✓

12. memory game (in pairs) ✓



13. wheel craft (in pairs) ✓

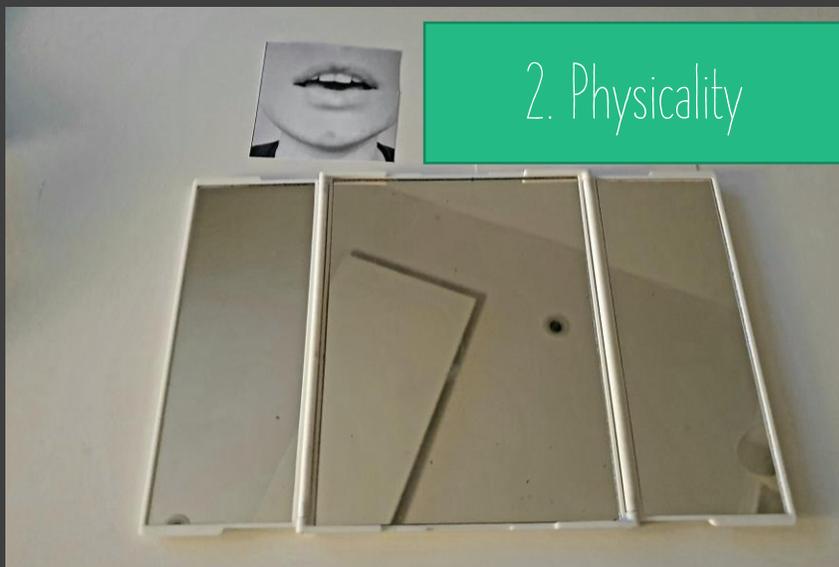
1. Receptive listening - sort the objects into words containing the target sound and words that don't contain it



1. Receptive listening

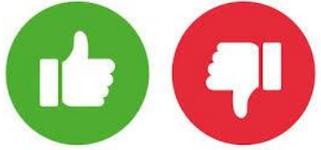


2. Physicality

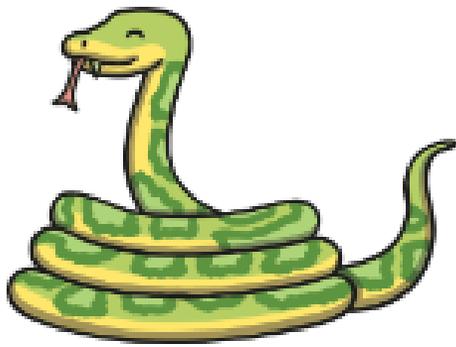


1. Receptive listening

Where is it? Is it in...?
Yes or No



clap or stomp



snake



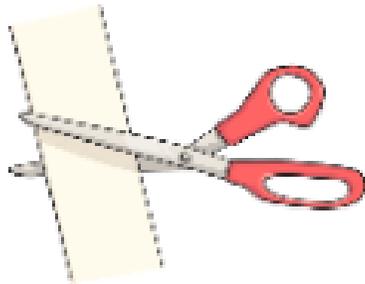
snacks



cape



cap



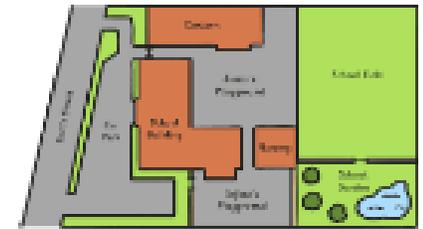
cut



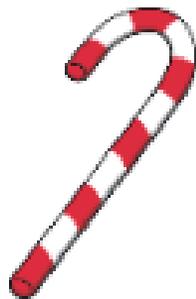
cake



plane



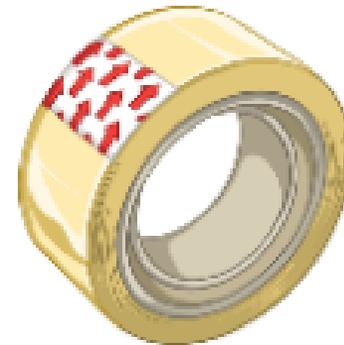
plan



cane



can

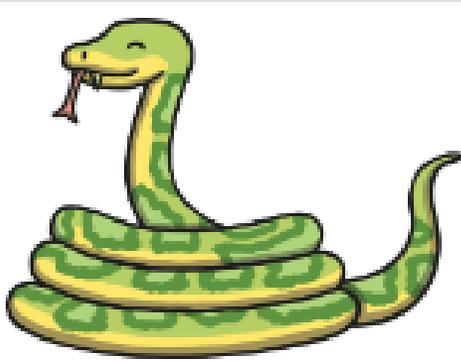


tape

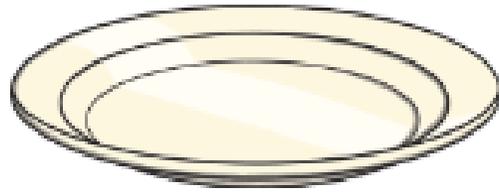


tap

Say the a_e words



snake



plate



cape



gate



game



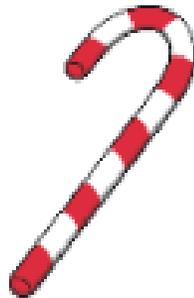
cake



plane



lake



cane



grape

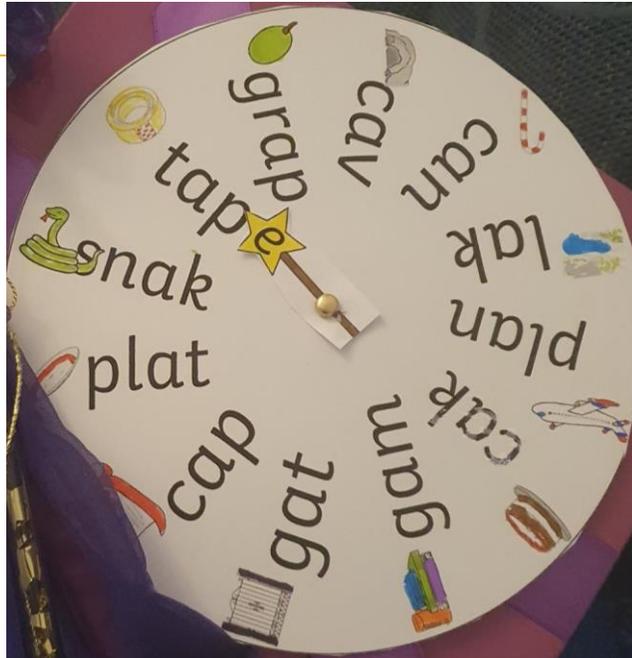
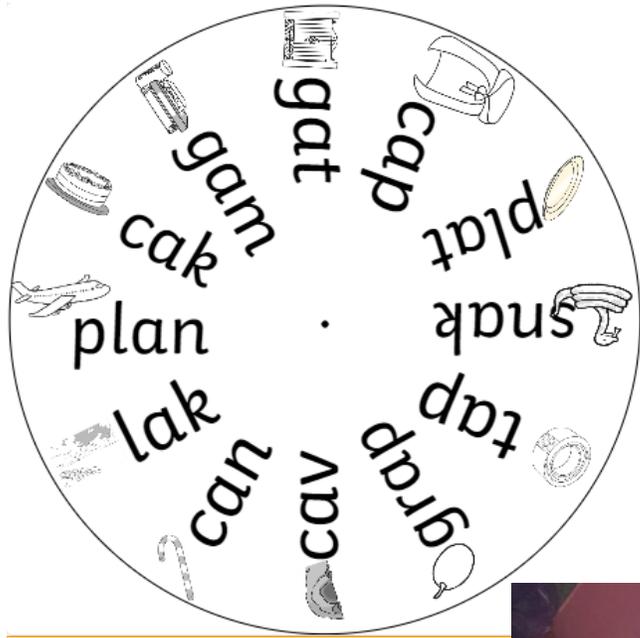


cave



tape

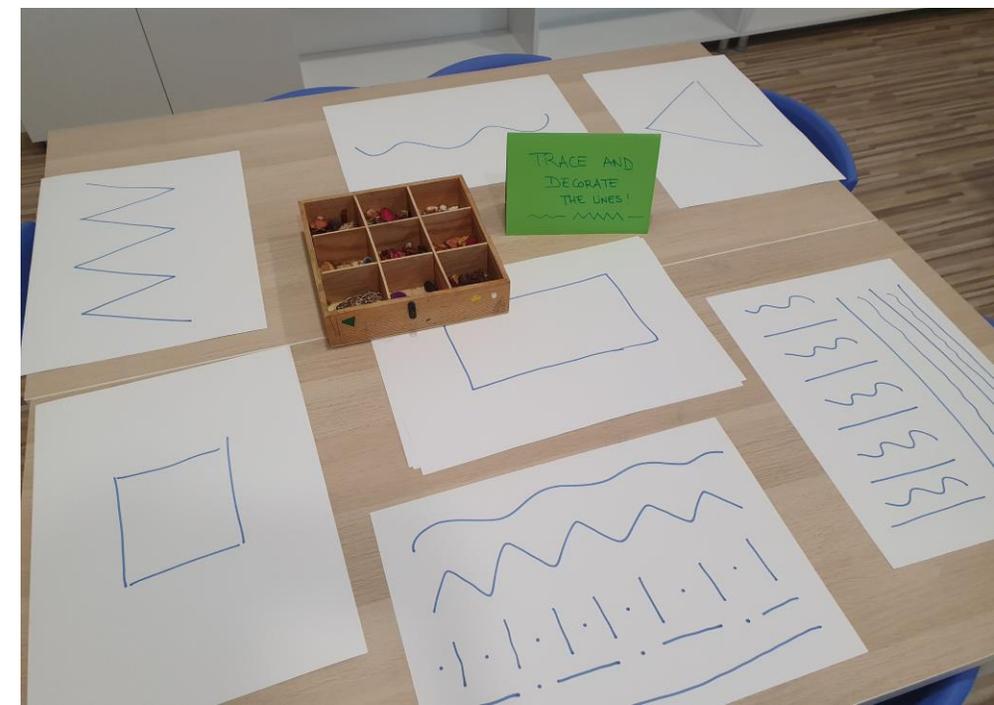
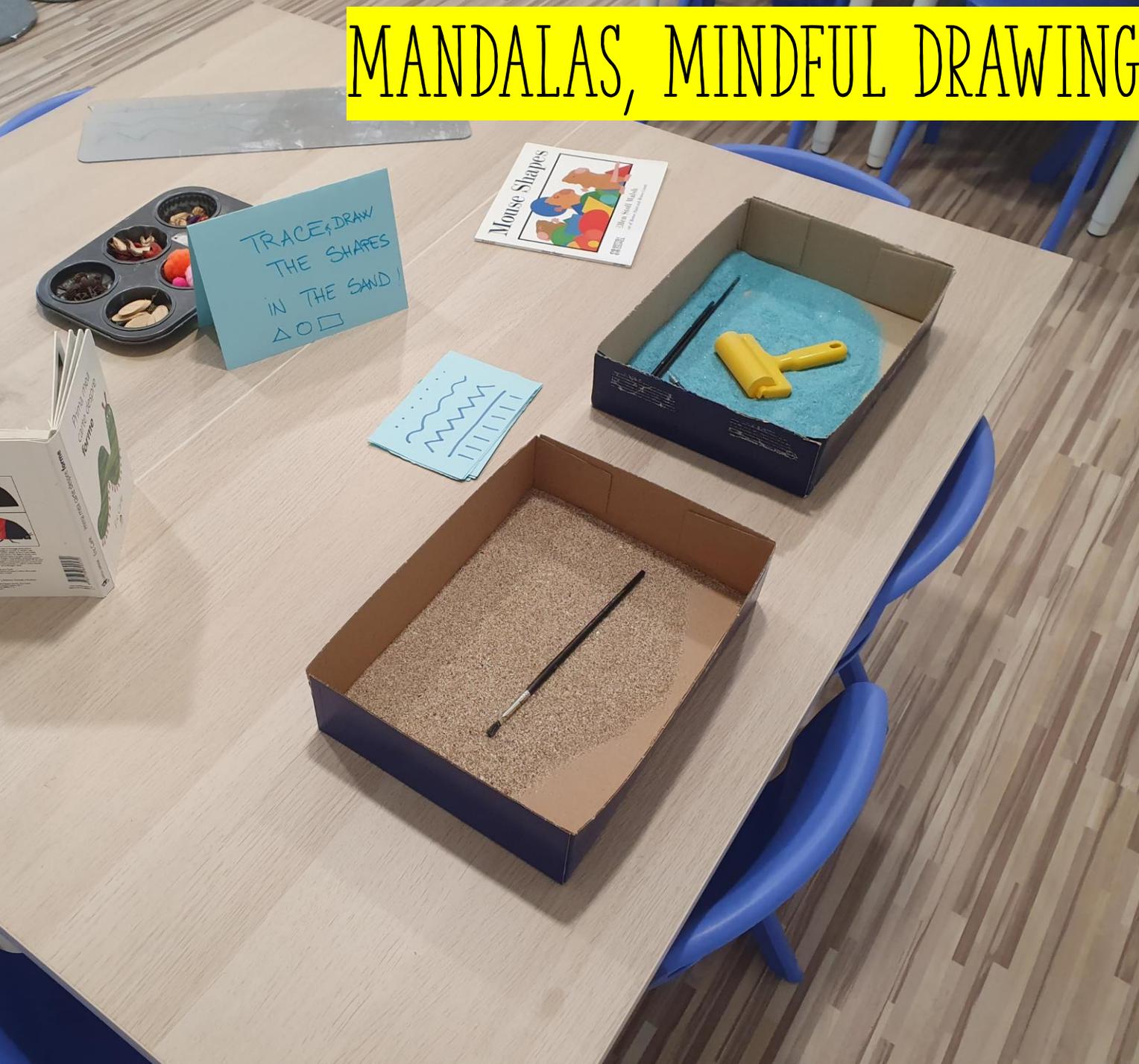
Magic E wheel!



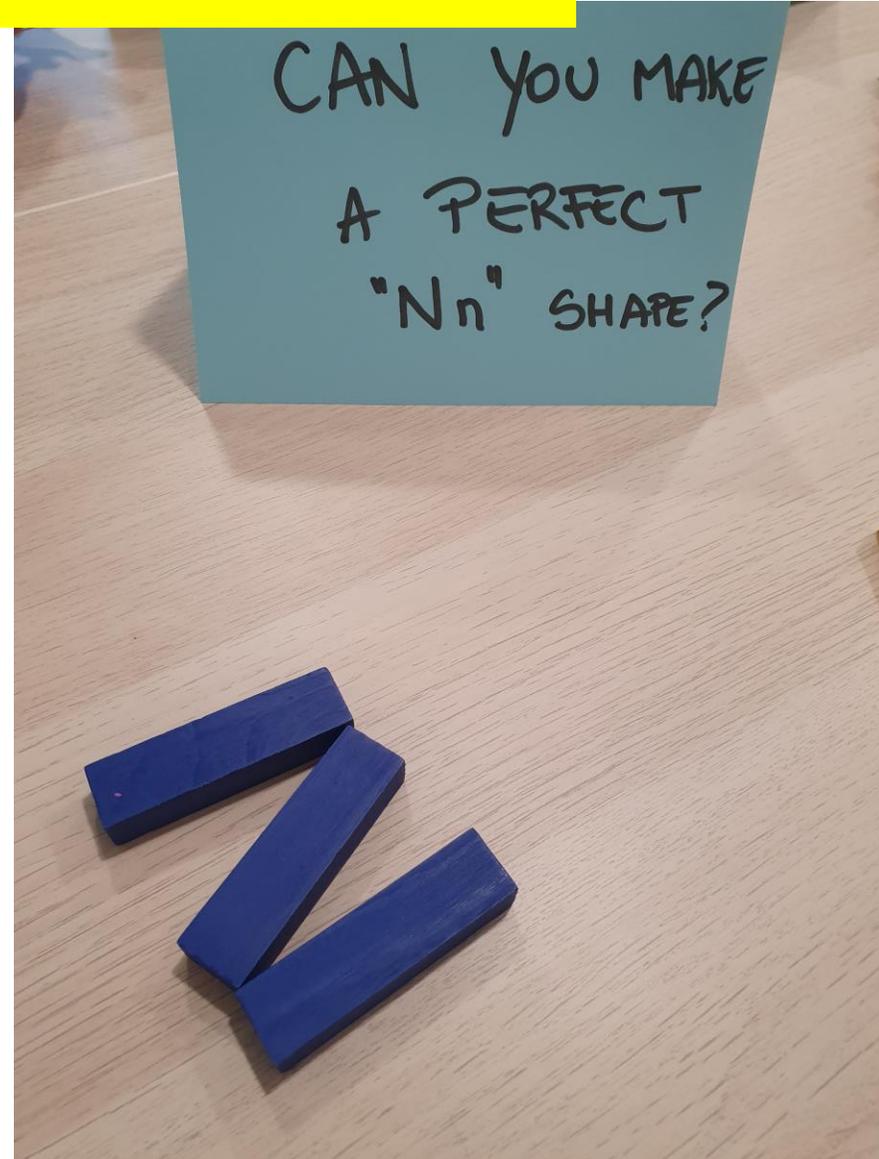
PRONUNCIATION & PHONICS

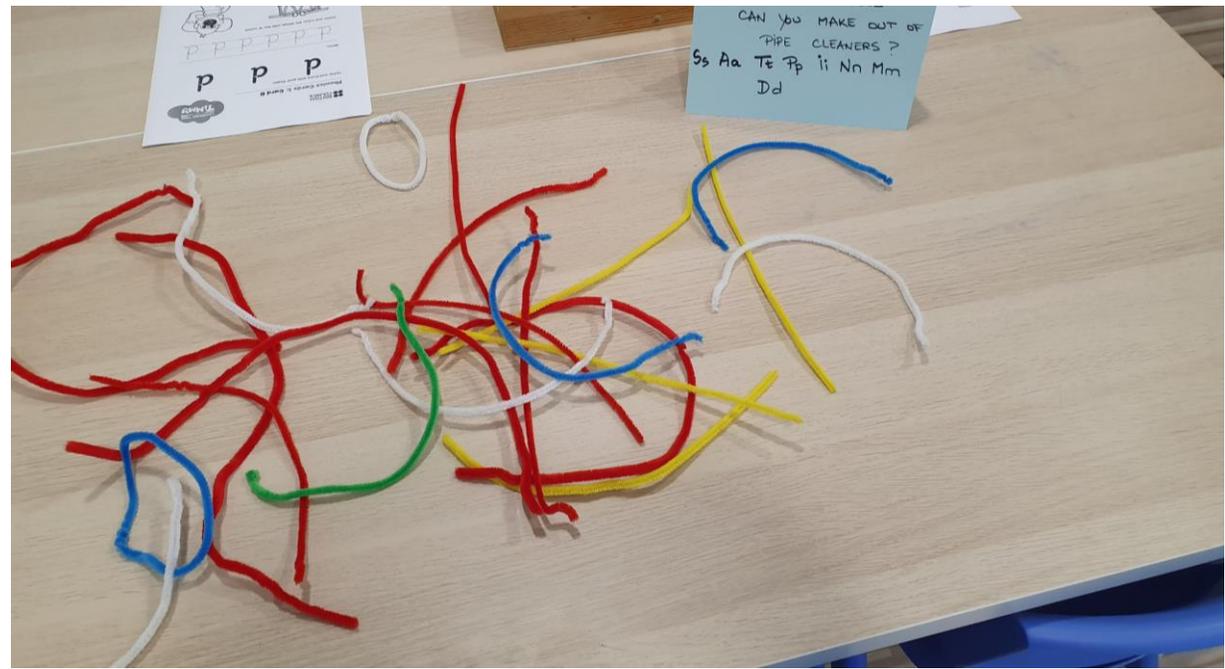


MANDALAS, MINDFUL DRAWING & TRACING



MINDFUL SEEING, TRACING&WRITING





WALKING THE LETTERS

WORDS OF HIS HEART



LETTER PROVOCATION

MISS REGGIO



ADVENTURES IN KINDERGARTEN

UNLOCK LETTER SOUND

LETTER TO PICTURE

FROM: NO TIME FOR
FLASHCARDS



INITIAL LETTER SIGN-IN SHEET
FAIRY DUST TEACHING



WORD WORK

AN EVERYDAY STORY

"Teach your own pronunciation, teach how YOU speak. Don't 'worry' about your accent. World Englishes are full of accents. Invite students to use your pronunciation AND at the same time expose them to other world accents of English."

ADRIAN UNDERHILL

REFERENCES

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REFLECTION AND Q&A

Think about how you would finish these sentences and write your answers in the chat:

1. Something I've understood about teaching pronunciation mindfully to VYL and YL in the English classroom is
2. A question I have about teaching pronunciation mindfully to VYL and YL in the English classroom is

You can find this ppt here:

 sinziana_socol@yahoo.com

 sinzi_aka_suzy

 Sinziana Socol