Integrating Pronunciation into the Reading Classroom

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Starting at the WORD LEVEL
• A natural starting place is **vocabulary**

• Students should learn **syllabification, word stress**, and **primary vowel sounds** of every new vocabulary word

• In the beginning, add these to vocabulary lists that are provided

• Remember to address word families and the effect of suffixes on word stress

• Once dictionary skills are introduced, start having students find these to complete vocabulary lists

• If using Quizlet to make flashcards, consider adding stress patterns and even primary vowel sounds (also great in Quizizz, Socrative, Kahoot, etc.)
The Teacher Toolbox

• Mirrors/smartphones
• Feathers/tissues/lighters
• Rubber bands
• Lollipops or boba straws
• DIY whiteboards
• Fingers
• Index cards
limited

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- 0-0-o
- 0-0-o
Student Instructions for Quizizz

1. Open https://join.quizizz.com in your browser
2. Enter the 6-digit game code 153845, and click "Proceed"
3. Now enter your name and click "Join Game!"
4. You will get an avatar, and then see a "Start Game" button. Click it to begin!
<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Syllable – Stress</th>
<th>Primary Vowel Sound</th>
<th>Definition</th>
<th>Example/notes</th>
<th>Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributed</td>
<td>V</td>
<td>o-o-o-o</td>
<td>/ɪ/–pin</td>
<td>pp of attribute: To say or think that something is the result or work of something or someone else.</td>
<td></td>
<td>Attributes</td>
</tr>
<tr>
<td>Guideline</td>
<td>N</td>
<td>O-o</td>
<td>/ay/–pie</td>
<td>A piece of information that suggests how something should be done.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>N</td>
<td>O-o</td>
<td>/ɪ/–pin</td>
<td>The strong effect or influence that something has on a situation or person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation</td>
<td>N</td>
<td>o-o-o-o</td>
<td>/e/–pay</td>
<td>A new idea or method, or the use of new ideas or methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network</td>
<td>N</td>
<td>O-o</td>
<td>/ɛ/–pet</td>
<td>A group formed from parts that are connected together; also, a group of computers that are connected and can share information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenario</td>
<td>N</td>
<td>o-o-o-o</td>
<td>/ɛ/–pet</td>
<td>A description of possible events.</td>
<td>Scene</td>
<td></td>
</tr>
<tr>
<td>Simulation</td>
<td>N</td>
<td>o-o-o-o</td>
<td>/e/–pay</td>
<td>A model of a real activity, created for training purposes or to solve a problem.</td>
<td></td>
<td>Simulate</td>
</tr>
<tr>
<td>Transmission</td>
<td>N</td>
<td>o-o-o-o</td>
<td>/ɪ/–pin/ɪ/–pin</td>
<td>The act of sending or giving something.</td>
<td>Transmit</td>
<td></td>
</tr>
</tbody>
</table>
scientific

From Longman Dictionary of Contemporary English

scientific /ˌsɛɪntɪˈfɪk/ (plural scientifics) adjective

1 [no comparative] about or relating to science, or using its methods

We believe in investing in scientific research.

the limits of scientific knowledge

decisions based on scientific evidence

the international scientific community (of scientists)

2 informal using an organized system

I keep accounts for the business, but I’m not scientific about it.

3 → the scientific method

scientifically /ˌsɛɪntɪˈfɪkli/ adverb

It hasn’t been scientifically proven, though.

More results

non-scientific

Scientific American

the scientific method

the teaching/scientific/criminal etc fraternity

See all results
Working with Syllables

- Pronunciation Pyramids (with classroom vocabulary)
- Relays
- Syllable and stress scavenger hunts
- Syllable and stress Scattegories
- “Walking” out syllables
- Dictionary races
- Whiteboard games
Reinforcing Word Stress

• Move with stress
  – Stretching rubber bands
  – Opening and closing hands
  – Raising and lowering arms
  – “Joined at the pen” game

• Do recognition and grouping activities each time a new set of words are introduced (and reinforce earlier vocabulary)

• Guess the Stress—after students figure out common word stress patterns and connections to parts of speech and suffixes, give them new vocabulary and guess the stress
Dominoes
<table>
<thead>
<tr>
<th>O</th>
<th>O-O</th>
<th>O-o</th>
<th>O-o-O</th>
<th>O-o-o</th>
<th>O-o-o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tough</td>
<td>Convey</td>
<td>Branch</td>
<td>Insist</td>
<td>Guarantee</td>
<td>Computer</td>
</tr>
<tr>
<td>Leaf</td>
<td></td>
<td>Impact</td>
<td></td>
<td>Financial</td>
<td>Monitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Usual</td>
</tr>
</tbody>
</table>
Moving on to the Sentence Level
• Sentence analysis
  – Parts of speech (plus function and content words)
  – Key words and focus stress
  – Linking and blending
  – Thought groups, lexical chunks, and pausing
  – Author’s tone (and matching intonation)

• Intonation tracing

• Sentence-stress pattern matching
Pulling it all together at the Paragraph Level
• Choose a text to work with—start small and build up and use all available resources
  – Books with movies
  – TED talks/transcripts
  – Audio of textbook articles

• Identify one or more aspects of pronunciation on which to focus

• Project and mark it on the whiteboard—color code
  – Word stress—red lines
  – Focus stress—red circles
  – Intonation—green
  – Pauses—blue slashes

• Move through the levels—vocabulary, sentences and signal words, and finally full text
  – Choral readings
  – Student newscasts
  – Reader’s theater

• If possible, record and do self- or peer review
“You can. Squeeze my hand. Squeeze as tight as you like.”

After a minute they continue on toward the nurses’ station.

“Hoping for a boy or a girl?” Patty asks.

“As long as there are ten finger and ten toe,” Ashima replies.

For these anatomical details, these particular signs of life are the ones she has the most difficulty picturing when she imagines the baby in her arms.

Patty smiles, a little too widely, and suddenly Ashima realizes her error, knows she should have said “fingers” and “toes.” This error pains her almost as much as her last contraction.
THANK YOU!
Questions? Comments?

After TESOL, visit www.soundsofenglish.org for links to this presentation and additional handouts and activities!