


BUILDING BLOCKS OF PRONUNCIATION TRAINING



WITH DR. ALISON MCGREGOR 
International Office, UT-Austin

There is often a gap between pronunciation instruction and actual usage. Most often, when learning and learning. Students need to be able to use the language in real life. This course is designed to provide students with the opportunity to practice pronunciation in a real life context. The course will be held in a small group setting and will be held in a room that is equipped with a large screen and a sound system. The course will be held in a room that is equipped with a large screen and a sound system. The course will be held in a room that is equipped with a large screen and a sound system.

■ WED, 18 NOVEMBER

■ 2-3PM

■ SINCLAIR SUITE, UNB 3.12B



LANGUAGE MATTERS

With special thanks to the University of Texas at Austin for its support of the Language Matters program. For more information, please contact the Language Matters program at (512) 475-4100.

11/18/15

Alison McGregor, Ph.D.

OVERVIEW:

- ❑ Instructional Building Blocks: A Teacher's Journey**
- ❑ Building Blocks in the Curriculum: A Learner's Journey**
- ❑ TED Talks: Building Blocks of Intonation Training**



German

French

Spanish

Mandarin

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**Conscious knowledge facilitates
pronunciation learning.**



Teacher Cognition

Definition:

The unobservable cognitive dimension of teaching – what teachers know, believe, and think. (Borg, 2003)

EXPLORATION 1

Take a minute to explore your cognitive (and affective) dimension of teaching pronunciation.

When you hear...

pronunciation

**pronunciation teaching & learning, or
pronunciation instruction,**

what comes to your mind?

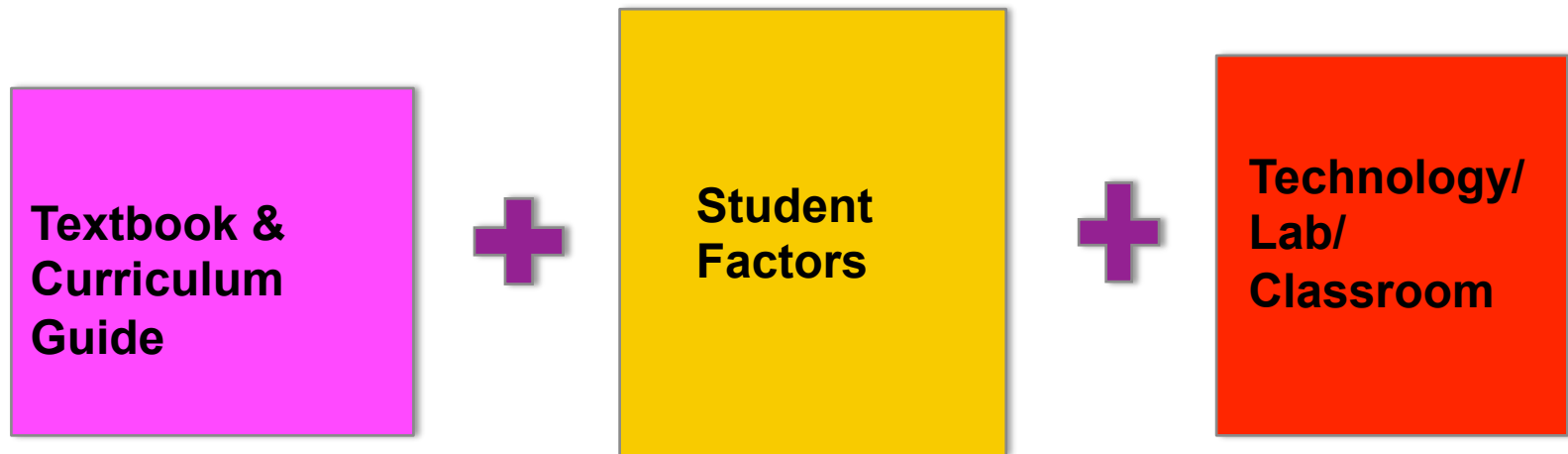
Teacher Building Blocks



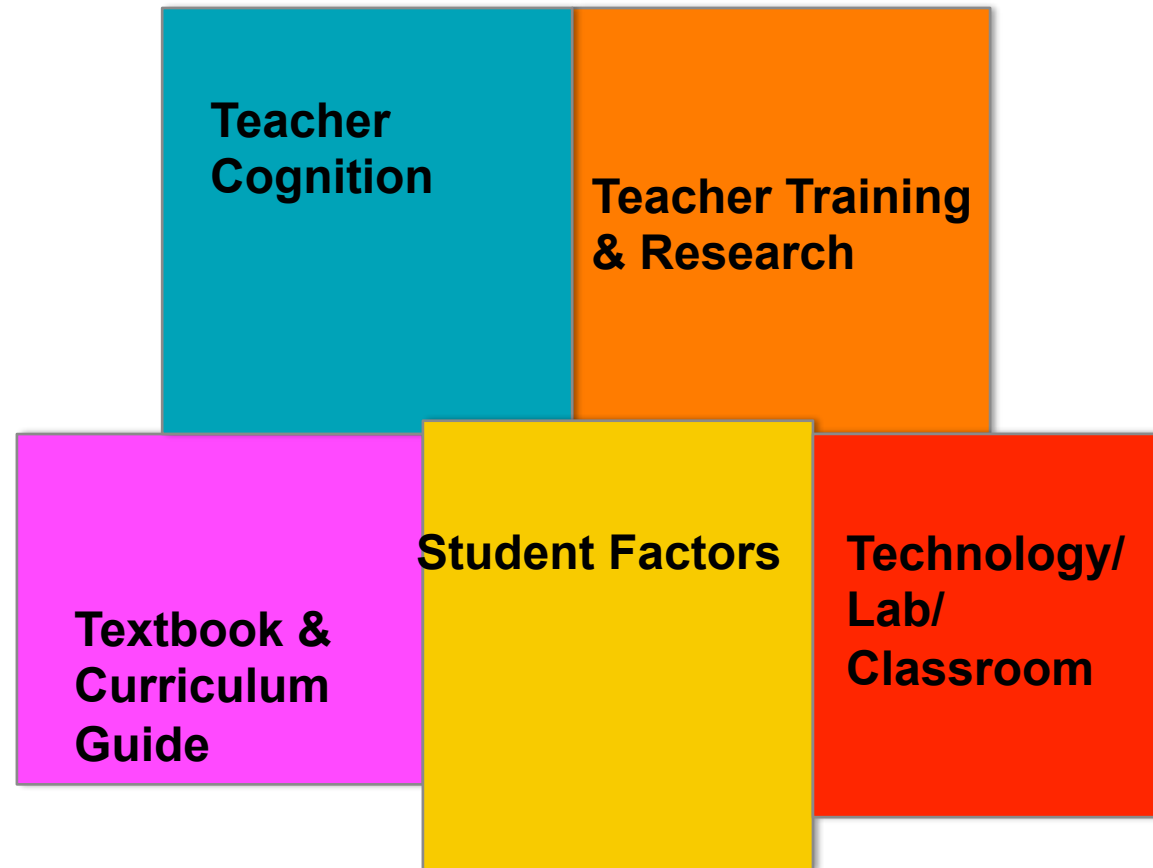
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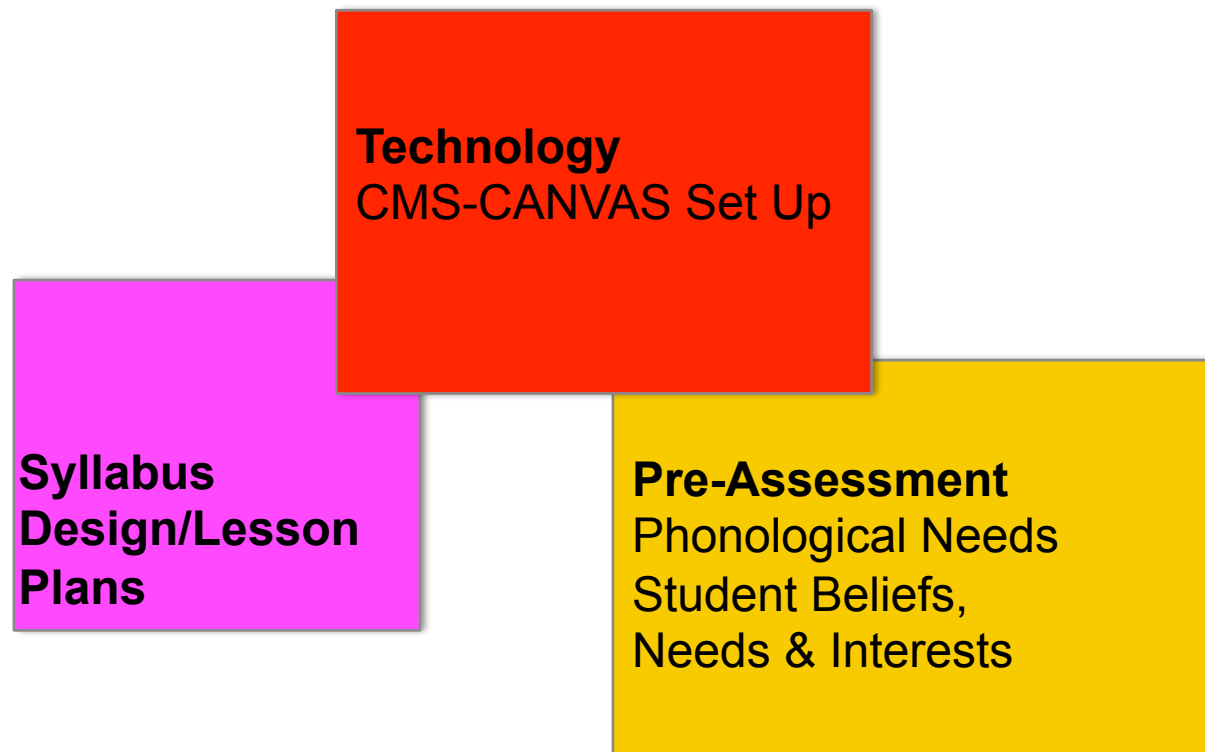
Course Building Blocks



Pre-Course Building Blocks



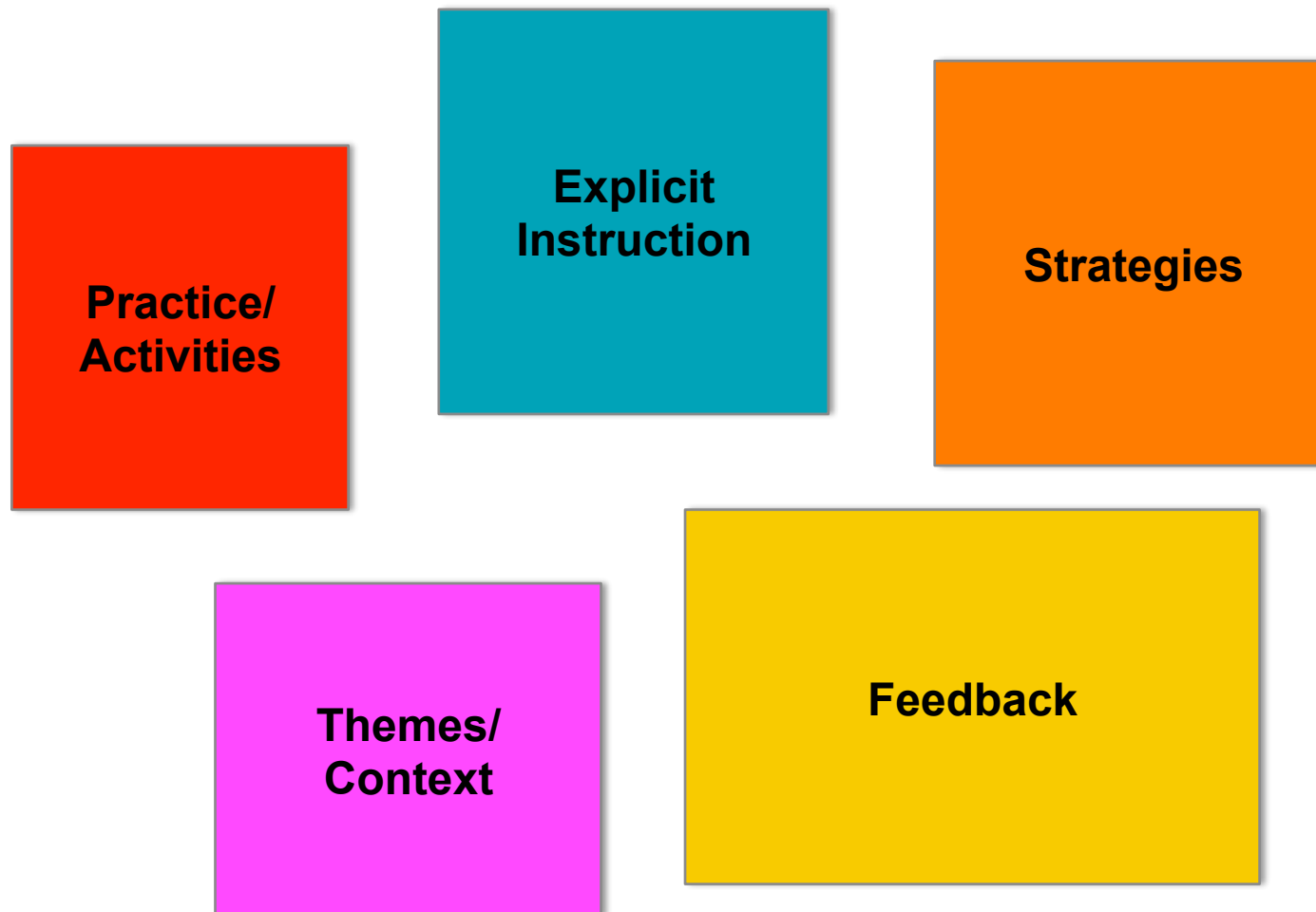
Planning Building Blocks



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During Course Building Blocks



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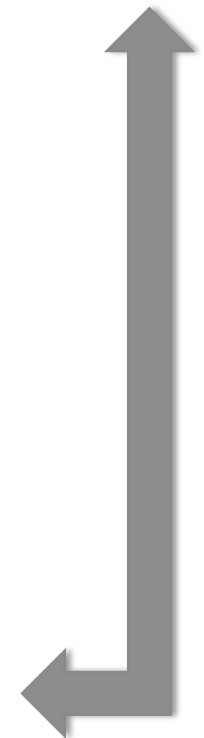
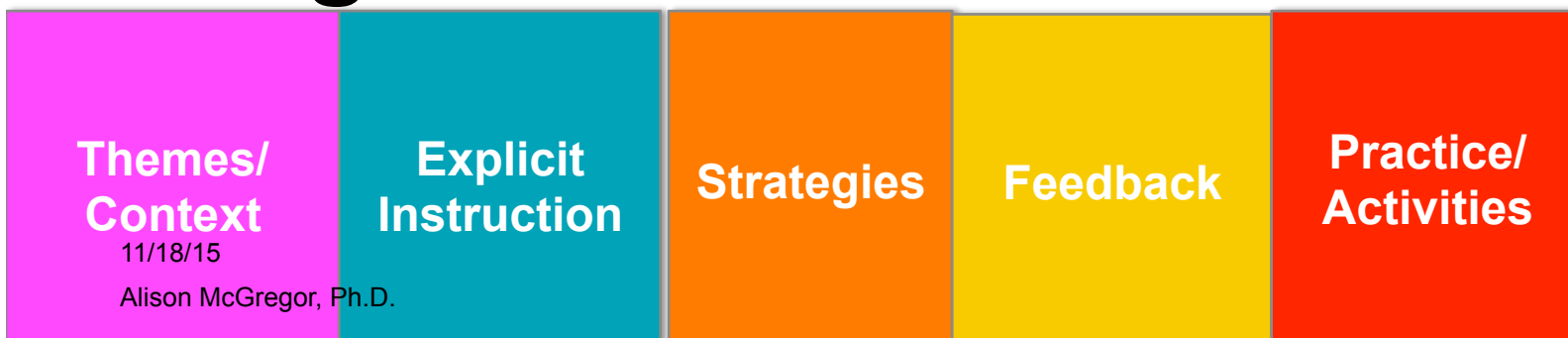
Pre-Course



Planning



During Course



Pre-Course

EXPLORATION 2

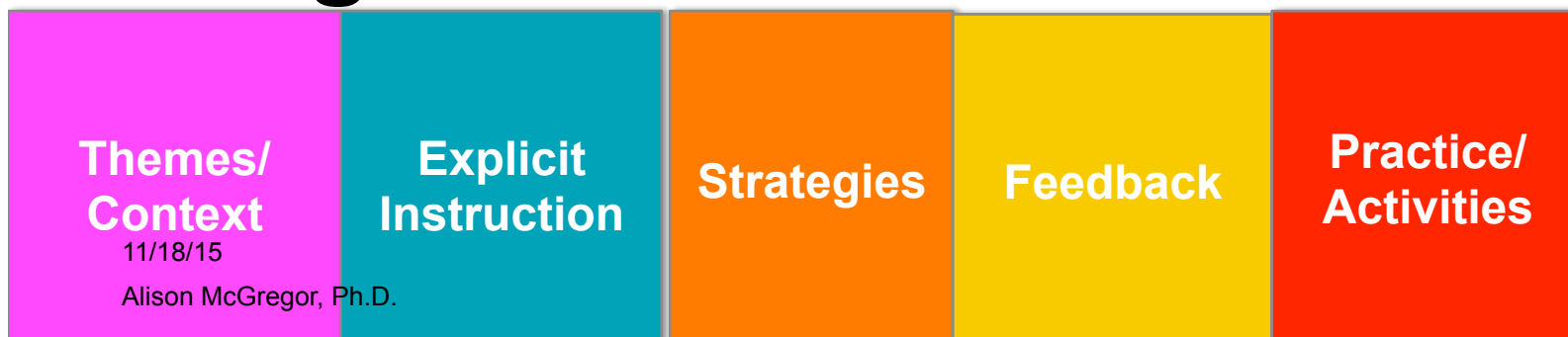


Planning



Which *build or block* your pronunciation instruction?

During Course



Creating A Learner's Journey: Integrating Building Blocks of Pronunciation into a Curriculum



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Language Awareness Methodology



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FEATURES OF *LANGUAGE AWARENESS METHODOLOGY:* ***(BORG, 1994)***

Involve learners in....

1. an ongoing investigation of language as a dynamic phenomenon (rather than fixed facts)
2. talking analytically about language
3. exploration and discovery
4. the develop learners knowledge of understanding language + learning skills to promote learner autonomy
5. both the cognitive and the affective level

“PRONUNCIATION AWARENESS” METHODOLOGY:

Involve learners in....

1. an ongoing investigation of ***pronunciation*** as a dynamic phenomenon (rather than fixed facts)
2. talking analytically about ***pronunciation***
3. exploration and discovery of ***pronunciation features***
4. the develop learners knowledge of understanding ***pronunciation*** + learning skills to promote learner autonomy for ***pronunciation improvement***
5. both the cognitive and the affective level

Pronunciation Awareness Methodology



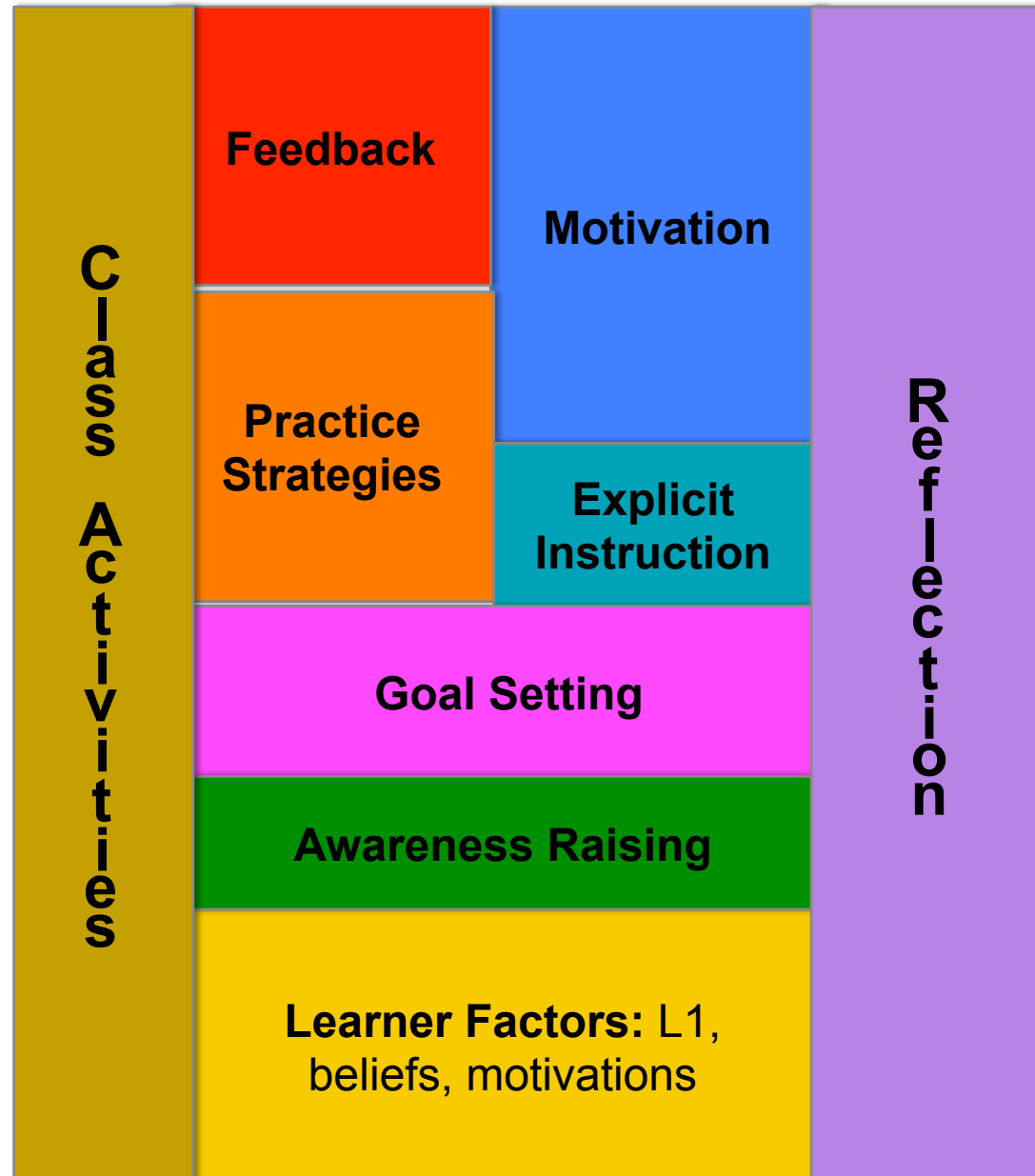
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15-week Semester: “Building Blocks” of Pronunciation Training

<i>Activities</i>	<i>Weeks</i>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Awareness raising	x	x		x	x	x									
Goal Setting		x	x				x								x
Explicit Knowledge	x		x	x	x	x	x		x						
Compare & Contrast		x		x	x			x	x			x			
Guided Practice			x	x		x		x	x			x			
Strategy Choosing			x	x	x		x			x					x
Monitoring				x	x	x		x	x		x				
Reflecting	x		x	x	x	x	x			x	x		x		x

Dongyu's Pronunciation Journey



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CASE STUDY INQUIRY

**What factors impacted
Donggyu's pronunciation
improvement?**

CASE STUDY ANALYSIS: DATA SOURCES

<i>Learner's Journey</i>	<i>Collection/Analysis Data</i>
Beliefs about challenges	Student background survey
Awareness Raising	Assignments/reflections
Pronunciation Goals	Assignment1/Initial one-on-one consultation
Explicit knowledge	Target activities/reflections/final course questionnaire
Strategy training & Use	In-class activities/reflections/trackers/final course questionnaire
Motivation	Reflections/trackers/final course questionnaires
Instructor Feedback	Assignments/reflections/trackers/final course questionnaire
Skill development	Recorded activities/Top10 list pronunciation project
Reflections	Assignments/trackers/final course questionnaire

DONGYU'S JOURNEY

Korean male

Major: Electrical &
Computer Engineering

iBT speaking:
19 (in 2008)

Learner Factors: L1,
beliefs, motivations

SELF-REPORTED:

**Pronunciation
motivation=100%**

**Pronunciation Challenges =
*accent, b/v, f/p, l/r***

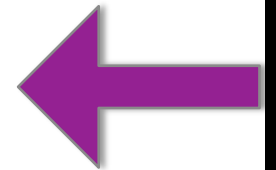
DONGYU'S JOURNEY

Awareness Raising: Assignment 1

“Once I watched my recorded academic introduction, I could clearly see my English speech problems.

..... I am also having a problem on the fluency. There are many discontinuous points in the sentence and between the sentences. **I also found weird intonations.**


After reviewing my speech, I found out I have much problems on my oral English. I strongly feel that I need to practice English speech. Especially, **I will focus on reducing grammar errors and improving fluency.**



DONGGYU'S JOURNEY

Goal Setting: One-on-One Consultation (Wk3)

Student-Selected Goals:

- 
- 1-accuracy of my spoken grammar, 2-fluency, 3-overall pronunciation

Instructor-Selected Oral Proficiency Goals

- 1-spoken grammar, 2-pronunciation, 3-fluency

Instructor-Selected Pronunciation Goals

- 1-mouth position & lip-rounding, 2-intonation 3-field-specific words

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DONGYU'S JOURNEY

Class Activities

Top10 list pronunciation project

- 10 words – 7 times/15 weeks
- Submit, feedback, revise as needed

Suprasegmental activity (This I Believe: YoYoMa)

- Mark thought-groups, stress, intonation
- Shadow, record-get feedback, reflect

3-Audio journals

3-Video recorded presentations

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DONGGYU'S JOURNEY: TOP10 LIST

Completed 7-Top10 pronunciation lists

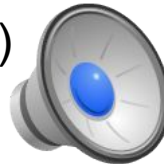
Class Activities

- Top10_v1 (wk4)



*Instructor Feedback
Top10_v1FB*

- Revised Top10_1a (wk5)



- Top 10 List_v6 (wk12)



**Practice
Strategies**

Feedback

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DONGGYU'S JOURNEY: YOYOMA SHADOW ACTIVITY

Explicit Instruction/
Declarative
Knowledge

Practice
Strategy

Feedback: 1-5
rubric

Reflection:
What did you
learn/practice/
realize?

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“When I recorded YoYoMa, I focused on the thought group and I’ve got 4 score on the thought group. But now, I need to focus on stress and rhythm. I thought I pronounced stressed syllables long and high pitch, however, my pronunciations of stressed syllables were not long and high enough to catch. Next record I will focus on the stress and rhythm as well as the thought group.”

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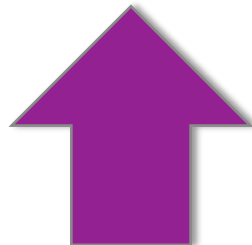
PRACTICE BEHAVIORS AT-HOME/OUT OF CLASS

Practice
Strategy:
At Home...

**23 of 28 tracker entries (avg. 13-minutes)
creating audio journals**

Target Task:

“Focus on fluency spoken grammar”



DONGGYU'S JOURNEY

Practice
Strategy:
At Home...

Goal Setting

Student-Selected Goals:

- 1-accuracy of my spoken grammar, 2-fluency, 3-overall pronunciation

Instructor-Selected Oral Proficiency Goals

- 1-spoken grammar, 2-pronunciation, 3-fluency

DONGGYU'S JOURNEY

Motivation

1. Do you want to improve your English pronunciation? If so, why?
 - "I needed to focus on the other English skill, not pronunciation"
2. Have your motivations to improve changed as a result of taking this course? If so, describe how/why they changed?
 - Recording audio journal
3. What activities increased the amount of time you spent on pronunciation at home?
 - As I mentioned it, during recording, since I figured out my problems, it has increased my motivations.
4. How motivated were you to work on your pronunciation during the course?
 - I can see other students' improvements. That stimulated me to work on.

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Donggy's Journey

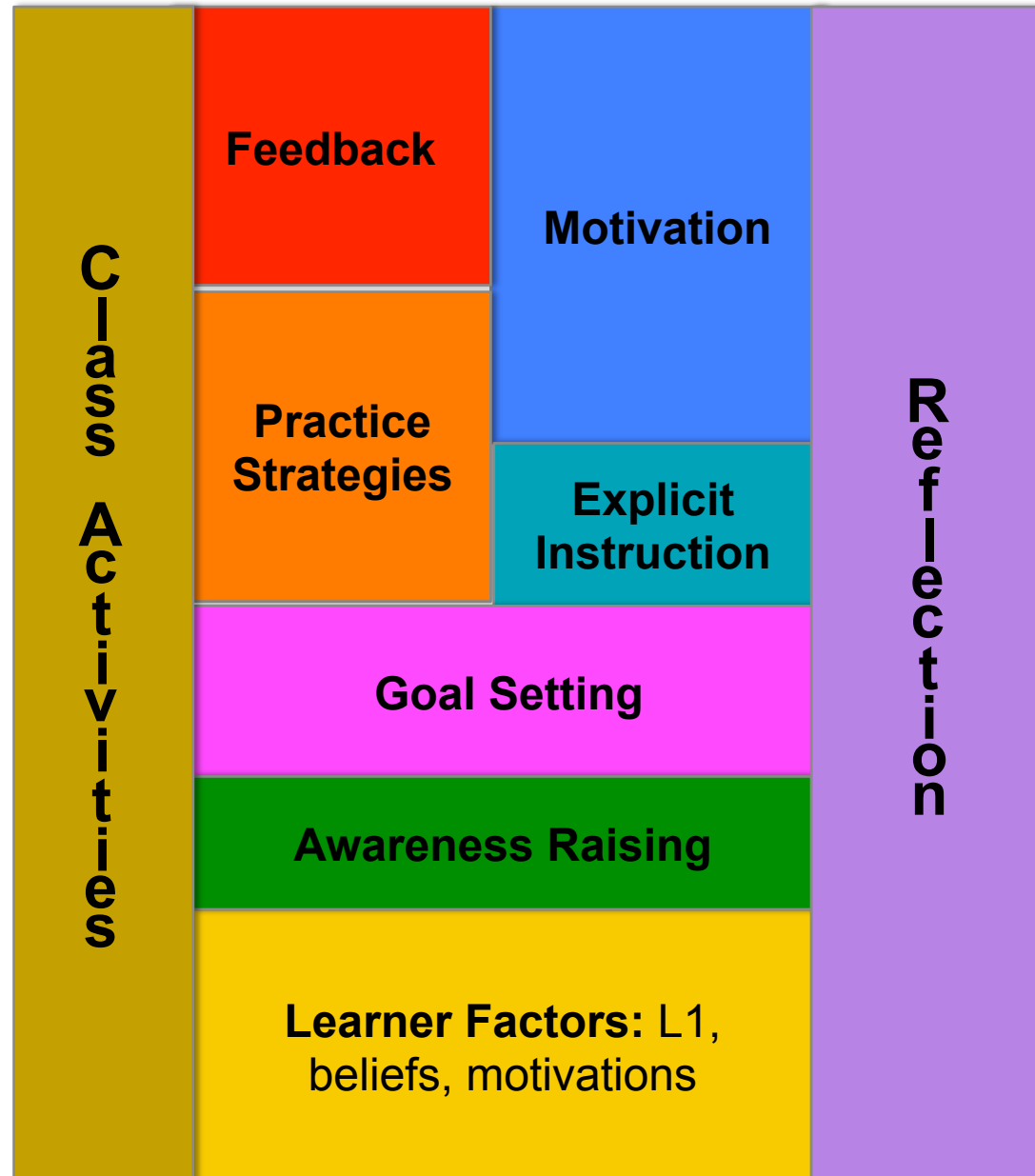


DONGGYU'S IMPROVEMENTS

Features	S3
%Change	2.59
Pre-Intonation	52
Post-Intonation	48
<i>Intonation</i>	4
Pre-Primary Stress	45
Post-Primary Stress	65
<i>Primary Stress</i>	16
Pre-Linking	54
Post-Linking	54
<i>Linking</i>	0
Pre-Reduction	50
Post-Reduction	45
<i>Reduction</i>	5

LESS
Successful
Journey!

EXPLORATION 3:



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Building Blocks of Intonation



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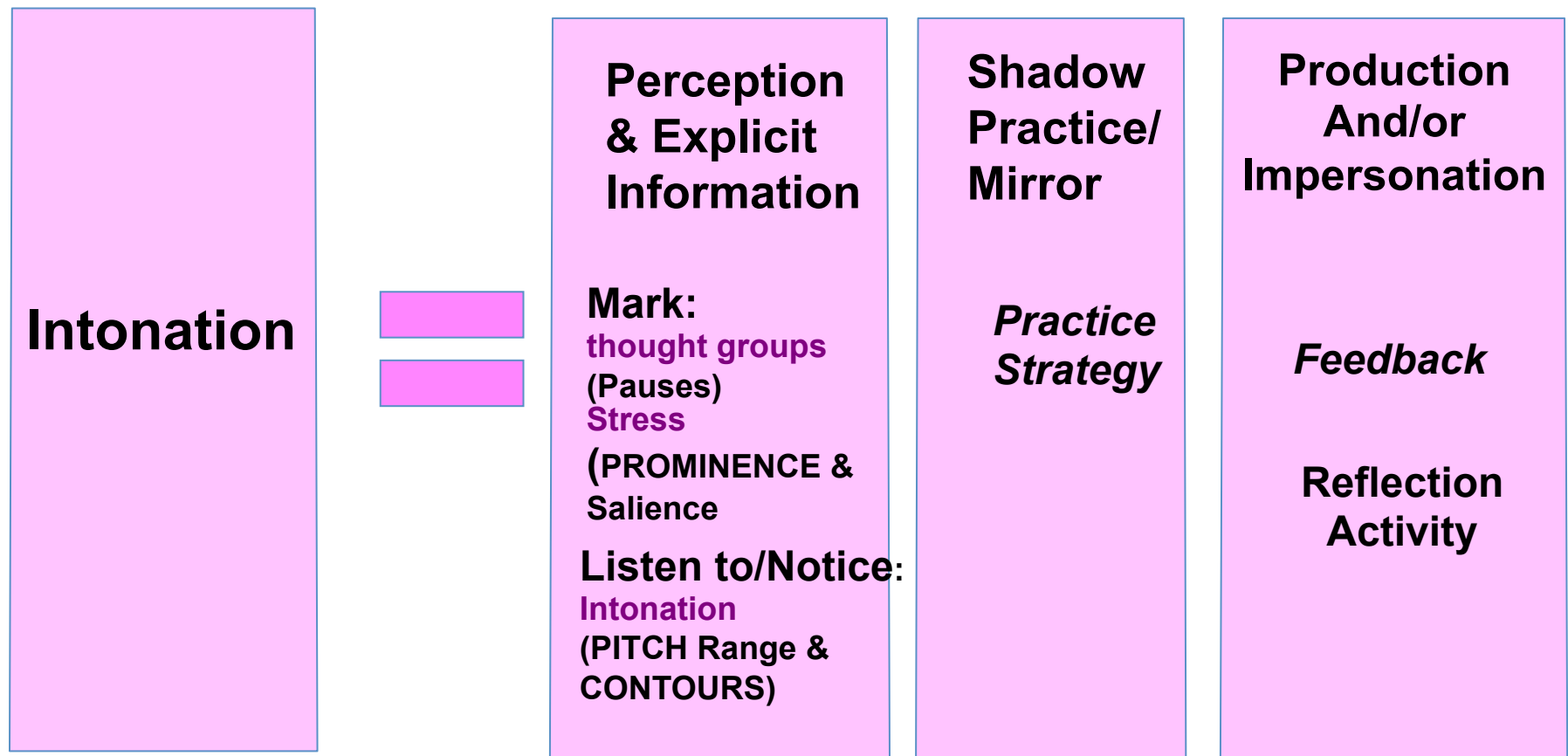
TED TALK INTONATION



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TEACHING Intonation of a TED Talk: *BEFORE Research...*



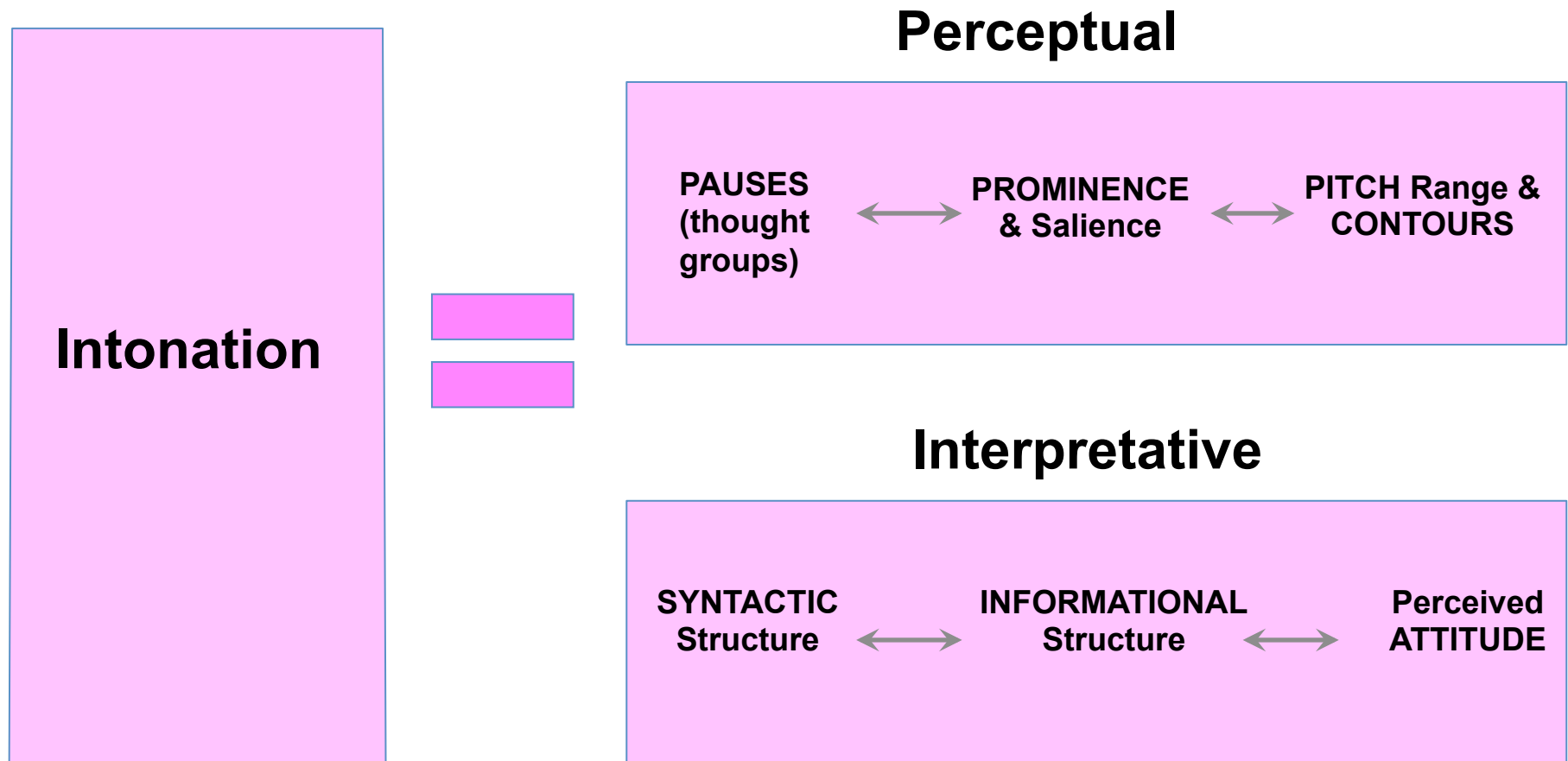
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“Pronunciation Awareness” in Practice

<i>Activity Components</i>	<i>What the student did...</i>	<i>Self-Assessment</i>
Suprasegmentals lecture	description of suprasegmental features	<i>Explicit Knowledge</i>
This I Believe: YoYoMa Analysis	students get link and shortened transcript to analyze	
Listen to the recording	first, just listen to the recording	<i>GP/Awareness</i>
Mark thought-groups	put a "/" where you hear a pause	<i>GP/Awareness</i>
Mark primary stress	mark a dash over the syllable that gets primary stress	<i>GP/Awareness</i>
Listen to intonation pattern	listened for syllable-by-syllable movement of pitch	<i>GP/Awareness</i>
Pay attention to linking	listen to connection of words in thought-groups	<i>GP/Awareness</i>
Pay attention to rhythm pattern	listen to rhythm within thought-groups	<i>GP/Awareness</i>
This I Believe: YoYoMa Recording	practice with marked script and recorded own version	<i>Compare/Monitor</i>
Scored rubric w/ feedback	student learned which features were accurate & which need more practice	
This I Believe: Reflection	write post (on BB) about what you learned/practiced	<i>Reflect</i>

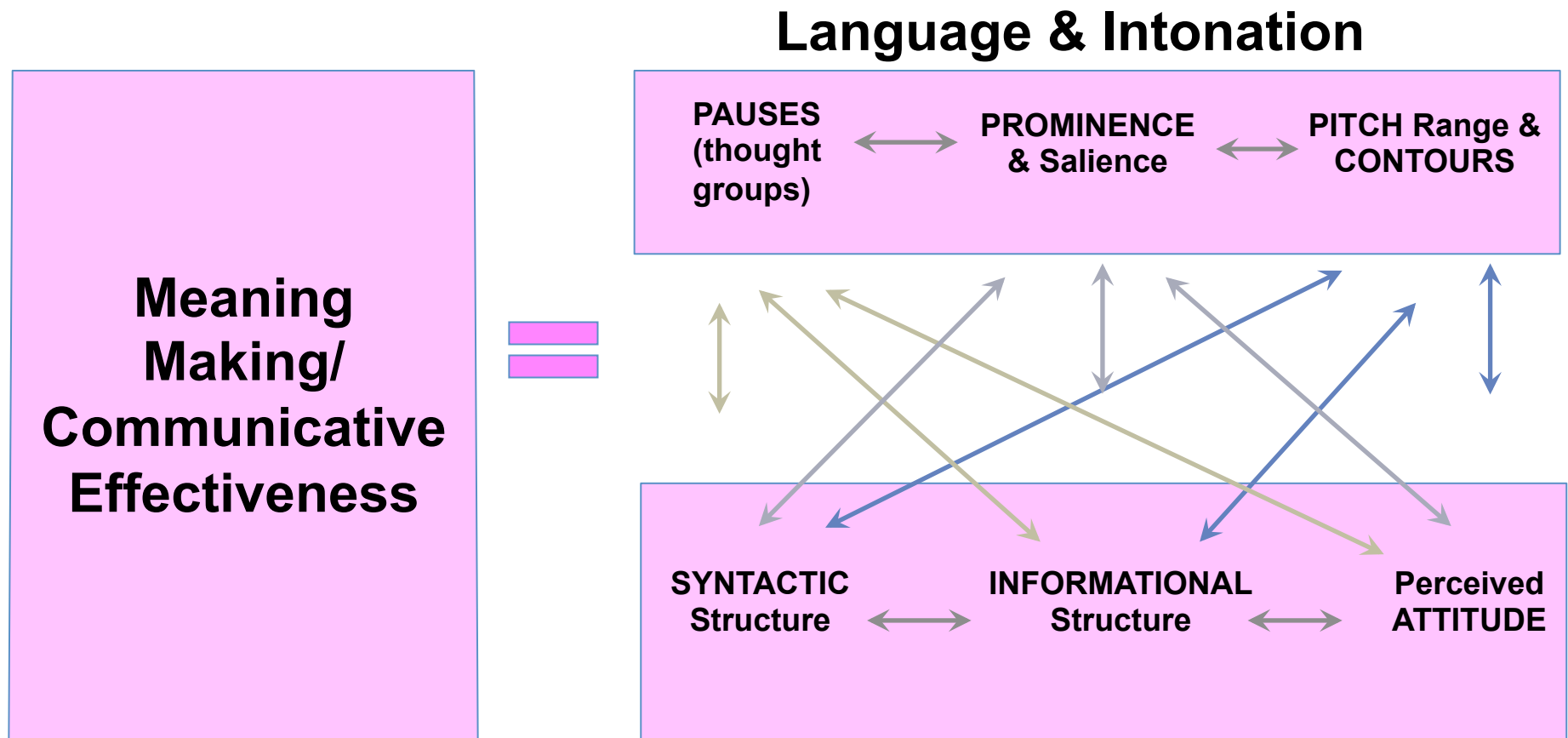
A model Intonation for a TED Talk: Intonation with Language



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A model Intonation for a TED Talk: *Intonation as an Integrated System for Meaning Making*



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TEACHING Intonation of a TED Talk: *AFTER Research...*

Meaning Making

*How does Matt sound?
(serious, confident, ironic)*

*What impression does he give?
(passionate, engaging?)*

Non-Verbals

Facial expressions, gestures, tone of voice

Intonation

Speech perception practice (noticing); explicit information about speech features, practice, produce

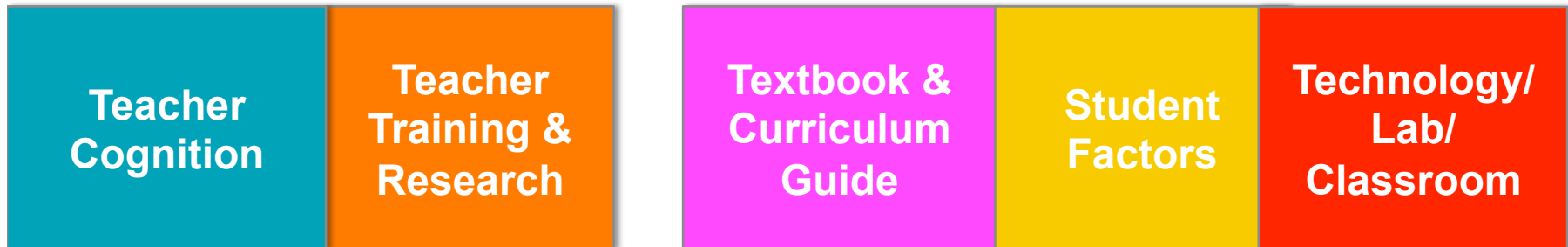
Language:

script analysis of information, grammatical structures, formulaic phrases, etc.

EXPLORATION 3

What building blocks of your intonation instruction would you like to add or change?

Pre-Course

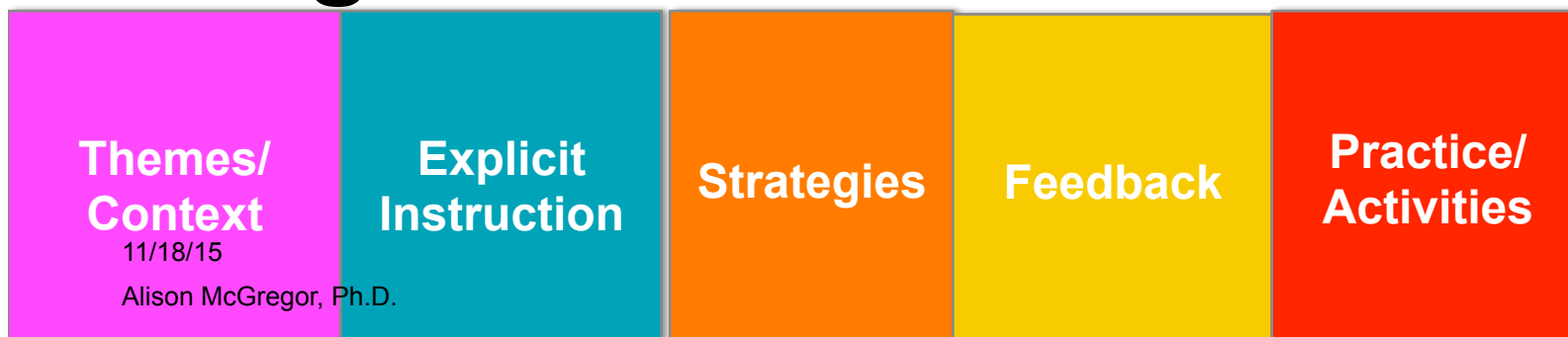


Planning

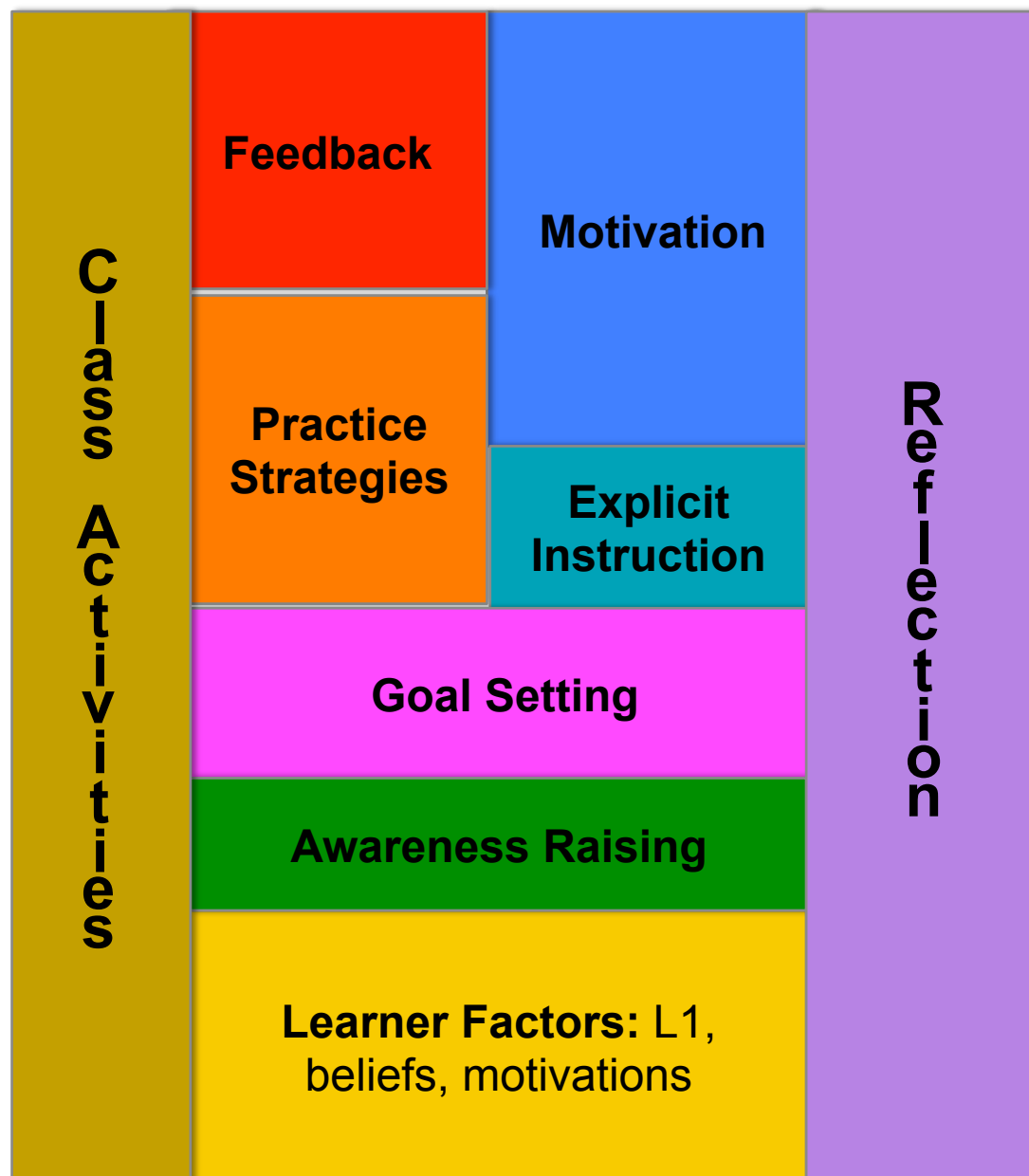


What building blocks influence or block your pronunciation instruction?

During Course



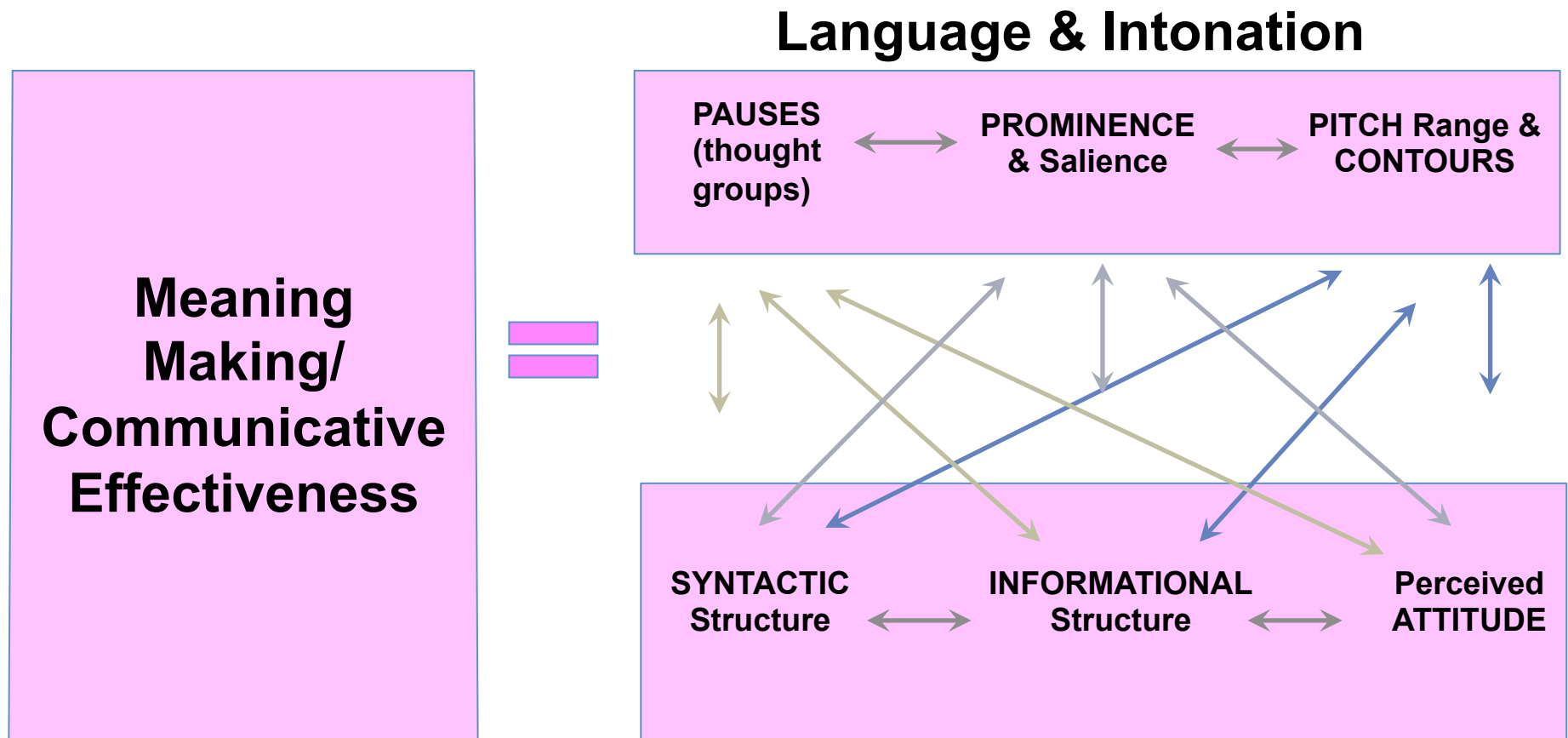
How are building blocks of pronunciation training Aligned in your curriculum?



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Teach TED Talk Intonation as an Integrated System for Meaning Making



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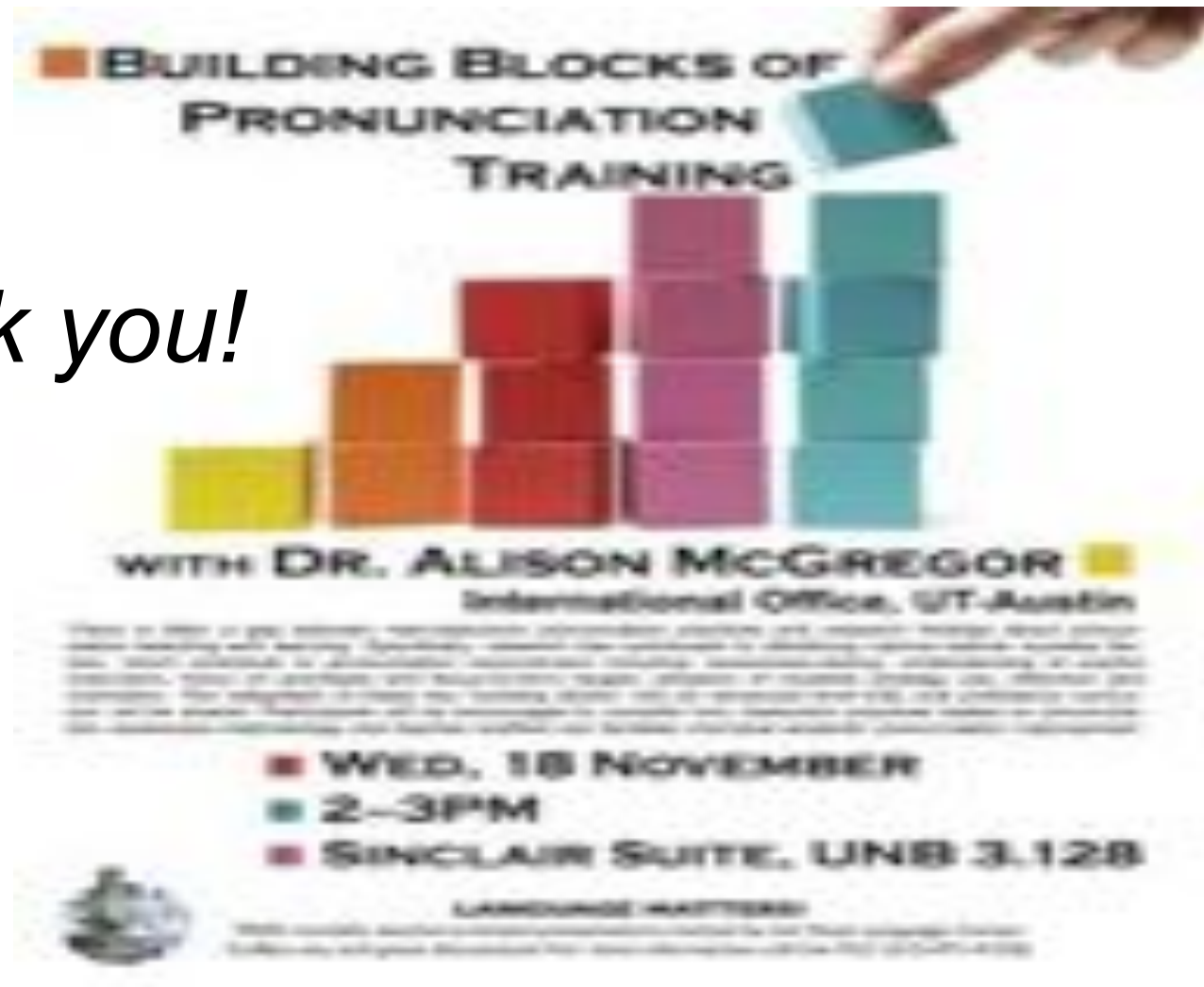
AT HOME REFLECTION

What did you discover today about your pronunciation instruction blocks or building blocks?

How aligned are the building blocks in your curriculum?

Which building blocks of intonation will you build for effective communicative learner journeys?

Thank you!



**BUILDING BLOCKS OF
PRONUNCIATION
TRAINING**

WITH DR. ALISON MCGREGOR
International Office, UT-Austin

There is a lot of talk about pronunciation, but not much about how to actually learn it. This workshop will explore the challenges of learning pronunciation and provide practical strategies for improving it. The workshop will be held in the Sinclair Suite, UNB 3.12B, on Wednesday, November 18th, from 2-3 PM. The workshop is free and open to all students and faculty. For more information, please contact the International Office at 512.495.4100.

■ **WED, 18 NOVEMBER**
■ **2-3PM**
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Feel free to email comments to mc Alison@utexas.edu

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