

Developing Speaking and Pronunciation Skills for ELLs

Needs assessment

- Who are your students?
- What do they want to do that they can't do?
- What do you need to know to help them?

Power tools

- Using language to get more language

Pronunciation basics

- Distinguishing sounds
- Word or syllable stress
- Sentence stress and reduced forms

Working with speaking

- Controlled to less controlled activities
- Repetition and drills
- Dialogs
- Information gap activities
- Free conversation
- Who is doing most of the talking?

Useful resources

Power tools

I'm sorry, I didn't understand what you said.

Could you please repeat that?

I'm sorry. I don't speak English very well.

Could you please speak more slowly?

What does _____ mean?

How do you pronounce this word?

How do you spell that?

How do you say _____ in English?

Presentation record sheet

Name _____

Date _____

Pronunciation	Expressions	Grammar
Vocabulary	Presentation / non-verbal	Notes

Minimal pairs

shoe chew

light right

tree three

this diss

made mate

birth Bert

ship sheep

bet bat

moon moan

1. He went for a ride on a (sheep/ship.)

2. Ann can't (shell/sell) the corn.

3. Norma wants to (race/raise) horses.

Word stress

today

pencil

yesterday

tomorrow

On a Diet

First she gave up smoking.

Then she gave up gin.

Then she gave up chocolate cake.

She wanted to be thin.

Then she gave up breakfast.

Then she gave up lunch.

On lazy Sunday mornings

she even gave up brunch.

No matter what she gave up,

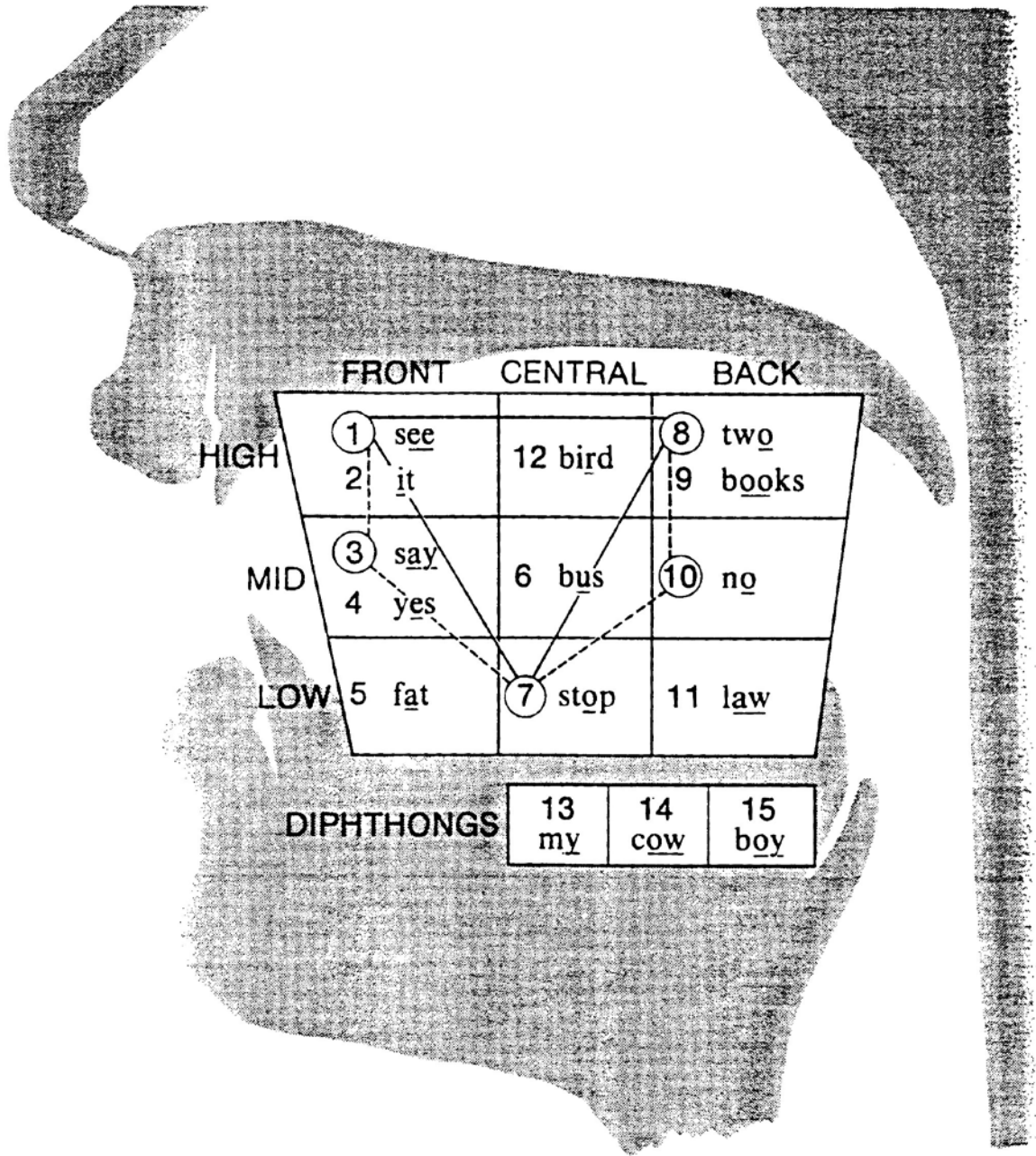
Her skirts were very tight.

'Cause she ate twelve cans of tuna fish

For dinner every night.

Graham, 1978, © Oxford University Press

Vowel Chart



Joan Morley: *Improving Spoken English*

Vowel Classification

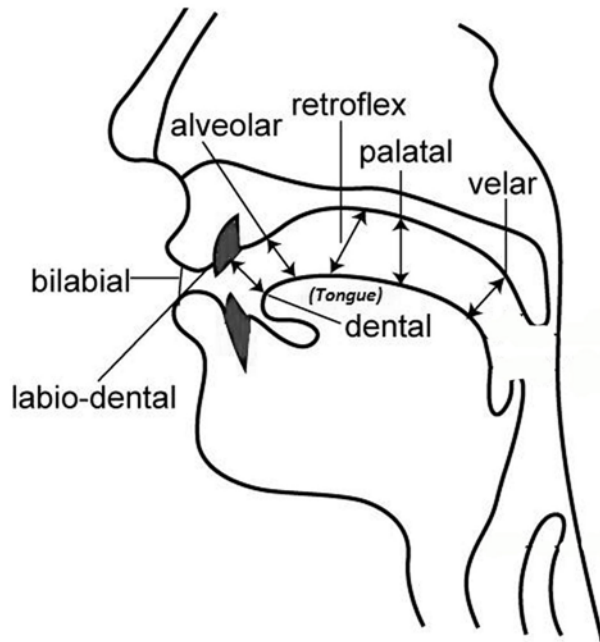
- | | | | |
|-------------|------------|-----------|------------|
| 1. with | 27. say | 53. done | 79. God |
| 2. ten | 28. so | 54. great | 80. boy |
| 3. strong | 29. those | 55. bone | 81. who |
| 4. watch | 30. high | 56. wind | 82. they |
| 5. south | 31. rain | 57. book | 83. miss |
| 6. late | 32. month | 58. law | 84. move |
| 7. bring | 33. mean | 59. act | 85. full |
| 8. good | 34. school | 60. five | 86. wild |
| 9. gold | 35. best | 61. heart | 87. kept |
| 10. up | 36. would | 62. seize | 88. this |
| 11. box | 37. voice | 63. mouth | 89. her |
| 12. seem | 38. since | 64. raise | 90. car |
| 13. wide | 39. glad | 65. cost | 91. corn |
| 14. off | 40. said | 66. fence | 92. stop |
| 15. arm | 41. out | 67. some | 93. please |
| 16. fall | 42. love | 68. foot | 94. talk |
| 17. stand | 43. put | 69. lip | 95. cap |
| 18. bridge | 44. point | 70. soon | 96. church |
| 19. through | 45. were | 71. have | 97. most |
| 20. down | 46. come | 72. touch | 98. girl |
| 21. light | 47. not | 73. could | 99. bread |
| 22. street | 48. true | 74. she | 100. |
| 23. dead | 49. pass | 75. wing | give |
| 24. work | 50. war | 76. front | |
| 25. look | 51. friend | 77. crowd | |
| 26. wish | 52. warm | 78. laugh | |

Prator and Robinett: *Manual of American English Pronunciation*

Vowel Classification Worksheet

Directions: From the passage or list provided by your teacher, classify the stressed syllable of each word into the correct vowel sound list.

1. see	2. it	3. say	4. yes	5. fat	6. bus	7. stop	8. two
9. books	10. no	11. law	12. bird	13. my	14. cow	15. boy	Not sure?



Consonant Classification

Place of Articulation

both lips (bilabial):

lower lip and upper teeth (labiodental):

tip of tongue and teeth (interdental)

top of tongue and tooth ridge (alveolar):

blade of tongue and hard palate (alveopalatal)

back of tongue and soft palate (velar)

Manner of Articulation

stop:

fricatives:

affricates:

nasals:

liquids:

semivowels

Voiced / Voiceless

Consonant Sounds: Manner of Articulation

Nasals:

1. /m/ My mother made some lemonade
2. /n/ Nan found a new penny.
3. /ŋ/ The singer sang the wrong song.

Vocalics:

4. /w/ We want Wanda to wash the window.
5. /l/ Lee likes to live by the lake.
6. /y/ Mr. Young wants to buy your yellow yacht.
7. /r/ Ron bought a red ruby ring.

Fricatives:

8. /f/ Phil found fifty dollars
9. /v/ Everyone voted for Victor
10. /θ/ Thelma said, "Thank you, thank you, thank you!"
11. /ð/ Meet my mother, my father, and my brother.
12. /h/ Harry hurried home.

Sibilants:

13. /s/ Sammy likes the city park.
14. /z/ Uncle Zayed bought a zebra for the zoo.
15. /ʃ/ Sheila bought some shiny red shoes.
16. /ʒ/ It's a pleasure to measure treasure.

Affricates:

17. /tʃ/ Chester chose a cheap cheese sandwich.
18. /dʒ/ Major John is a jet pilot.

Plosives:

19. /p/ Paul put the paper in his pocket.
20. /b/ Betsy bought the baby a ball.
21. /t/ Tell Tom to return ten tickets.
22. /d/ Dan found a hundred dollars.
23. /k/ Carol put the candy in the basket.
24. /g/ Gary gave us some good gum.

Word-Syllable Stress Worksheet

Directions: From the passage or list provided by your teacher, choose the words with more than one syllable. Classify them and place them in columns. "This word has _____ syllables. The stress is on the _____ syllable."

2 – 1 st	2 2 nd	3 – 1 st	3 – 2 nd	3 – 3 rd
4 – 1 st	4 – 2 nd	4 – 3 rd	5 - ?	6 or more

Which words should be stressed?

Grammarians sometimes divide all words into two classes: (1) *content words*, which have meaning in themselves, like *mother*, *forget*, and *tomorrow*; and *function words*, which have little or no meaning other than the grammatical idea they express, such as *the*, *of*, and *will*. In general *content words* are *stressed*, but *function words* are left unstressed, unless the speaker wishes to call special attention to them.

Content words, usually *stressed* include

1. nouns
2. verbs (with the few exceptions listed under function words)
3. adjectives
4. adverbs (including *not* and verbs contracted with *not* such as *don't*)
5. demonstratives: *this*, *that*, *these*, *those*.
6. interrogatives: *who*, *when*, *why*, and so on.

Function words, usually *unstressed*, include:

1. articles: *a*, *an*, *the*.
2. Simple prepositions *to*, *of*, *in*, and so on.
3. Personal pronouns: *I*, *me*, *he*, *him*, *it*, and so on.
4. Possessive adjectives: *my*, *his*, *your*, and so on.
5. Relative pronouns: *who*, *that*, *which*, and so on.
6. Common conjunctions: *and*, *but*, *that*, *as*, *if*, and so on.
7. *One* used as a noun-substitute, as in *the red dress and the blue one*.
8. The verbs *be*, *have*, *do*, *will*, *would*, *shall*, *should*, *can*, *could*, *may*, *might*, and *must*. These are easy to remember, as they are the verbs that may be used as auxiliaries: *He is resigning. Do you see it? We must wait*. Even when they are the principal verb in the sentence, they are usually unstressed: *Harry is my best friend. Barbara has a lovely smile*. On the other hand, they are stressed when they come at the end of a sentence (*I thought he was smarter than he is*), and when they are used in tag questions such as *didn't we* and *are they* (*All movies aren't made in Hollywood, are they?*)

Prator & Robinett, *Manual of American English Pronunciation*

Resources Books for General ESL Teaching Methodology

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd Ed.) White Plains, NY: Pearson Longman.

Harmer, J. (2007). *The practice of English language teaching* (4th Ed.). Harlow, UK: Pearson Longman.

Resources Books for Teaching Speaking

Bailey, K. M., & Savage, L. (Eds.). (1994). *New ways in teaching speaking*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Folse, K. *The art of teaching speaking*. Ann Arbor, MI: University of Michigan Press

Thornbury, S. (2005). *How to teach speaking*. Harlow, UK: Pearson Longman.

Resources Books for Teaching Pronunciation

Reed, M., & Michaud, C. (2005). *Sound concepts: An integrated pronunciation course*. New York: McGraw-Hill.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M., with Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd Ed.) New York: Cambridge University Press.

Lane, L. (2010) *Tips for teaching pronunciation: A practical approach*. White Plains, NY: Pearson Longman.

Resource Books for Grammar and Usage

Swan, M. (2016). *Practical English usage* (4th Ed.). Oxford: Oxford University Press.

Swan, M., and Smith, B. (Eds.) (2001). *Learner English: A teacher's guide to interference and other problems* (2nd Ed.). Cambridge: Cambridge University Press.

Download handouts and slides at: www.joemcveigh.org/resources