



Exploiting the online environment for pronunciation practice



Session Structure

1. 5-step communicative framework for pronunciation
2. **Articulation** resources
3. **Perception** resources
4. **Production** resources
5. **Discussion**



My teaching context: March 2020

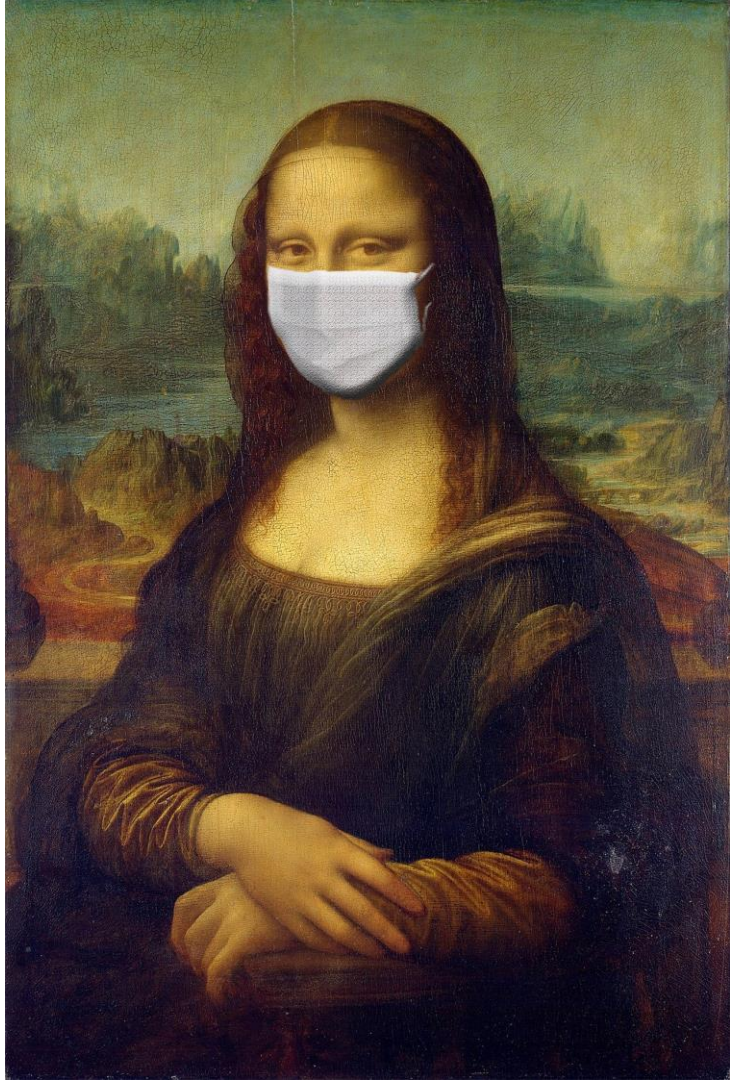
March 2020:

F2F lessons to online in a week

- ❑ **Never** taught online before.
- ❑ **Unsure** if a F2F pronunciation lesson would translate.
- ❑ **Unsure** that I'd be able to do all the things I normally would in an online format.

The 5-step communicative framework for pronunciation teaching (Celce-Murcia et al, 2010)

Step 1	<u>Description and analysis of articulation</u> : oral and physical demonstration of how the feature is produced and when it occurs within spoken discourse.
Step 2	<u>Listening discrimination</u> : focused listening practice (ear training) with feedback on learners' ability to correctly discriminate feature.
Step 3	<u>Controlled practice</u> : oral readings of minimal pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness.
Step 4	<u>Guided practice</u> : structured communication exercises, such as information-gap activities or dictations that enable the learner to monitor for the specified feature.
Step 5	<u>Communicative practice</u> : less structured, contextualised fluency building activities (e.g. role play, problem solving) that require the learner to attend to both form and content of utterances.



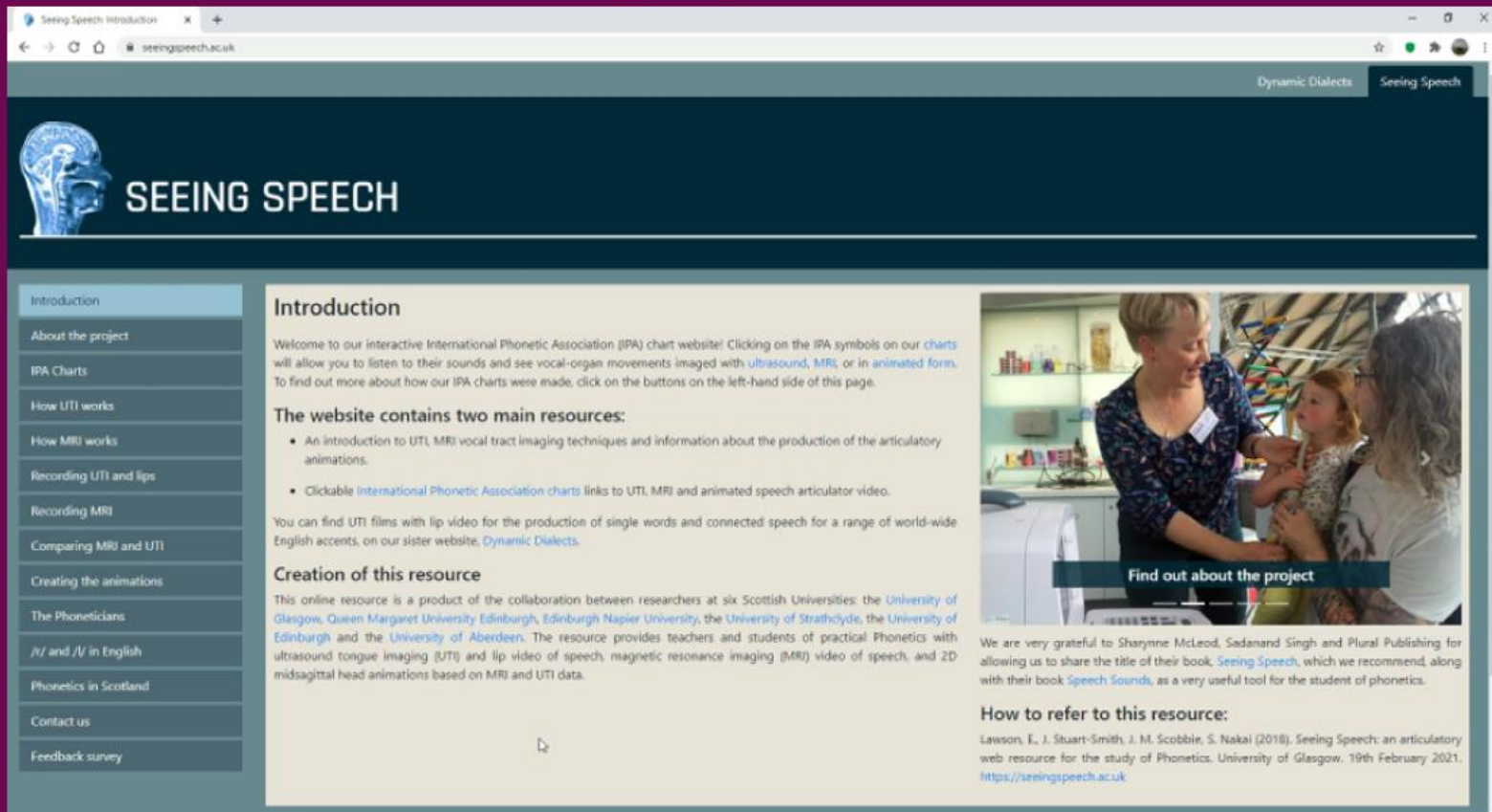
1: Description & analysis of articulation

Resources: Exploit the visual

1. Exploit the visual of the screen with teacher/student side by side. Easy close ups, demos, miming sounds silently e.g., consonant clusters, vowels.
2. Seeing Speech for animations of articulation.
3. Pink trombone for interactive 'play' demonstrating the role of the articulators.
4. DIY visuals: ask students to create their own articulation visuals using their mobile phones and share them with the class in a google document/ Padlet or PPT.



Seeing Speech.ac.uk




The screenshot shows a web browser window displaying the 'Seeing Speech' website. The browser's address bar shows 'seeingspeech.ac.uk'. The website has a dark blue header with a logo of a human head in profile showing internal structures, and the text 'SEEING SPEECH'. To the right of the header are two tabs: 'Dynamic Dialects' and 'Seeing Speech'. A left-hand navigation menu lists various sections: Introduction, About the project, IPA Charts, How UTI works, How MRI works, Recording UTI and lips, Recording MRI, Comparing MRI and UTI, Creating the animations, The Phoneticians, /r/ and /l/ in English, Phonetics in Scotland, Contact us, and Feedback survey. The main content area is titled 'Introduction' and contains a welcome message, a list of resources, and information about the website's creation. On the right side of the main content area is a photograph of a woman, a young child, and another woman in a laboratory setting, with a text overlay 'Find out about the project'.

Seeing Speech Introduction x +

seeingspeech.ac.uk

Dynamic Dialects Seeing Speech

 SEEING SPEECH

Introduction

About the project

IPA Charts

How UTI works

How MRI works

Recording UTI and lips

Recording MRI

Comparing MRI and UTI

Creating the animations

The Phoneticians

/r/ and /l/ in English

Phonetics in Scotland

Contact us

Feedback survey

Introduction

Welcome to our interactive International Phonetic Association (IPA) chart website! Clicking on the IPA symbols on our [charts](#) will allow you to listen to their sounds and see vocal-organ movements imaged with [ultrasound](#), [MRI](#), or in [animated form](#). To find out more about how our IPA charts were made, click on the buttons on the left-hand side of this page.


The website contains two main resources:

- An introduction to UTI, MRI vocal tract imaging techniques and information about the production of the articulatory animations.
- Clickable [International Phonetic Association charts](#) links to UTI, MRI and animated speech articulator video.

You can find UTI films with lip video for the production of single words and connected speech for a range of world-wide English accents, on our sister website, [Dynamic Dialects](#).

Creation of this resource

This online resource is a product of the collaboration between researchers at six Scottish Universities: the [University of Glasgow](#), [Queen Margaret University Edinburgh](#), [Edinburgh Napier University](#), the [University of Strathclyde](#), the [University of Edinburgh](#) and the [University of Aberdeen](#). The resource provides teachers and students of practical Phonetics with ultrasound tongue imaging (UTI) and lip video of speech, magnetic resonance imaging (MRI) video of speech, and 2D midsagittal head animations based on MRI and UTI data.



Find out about the project

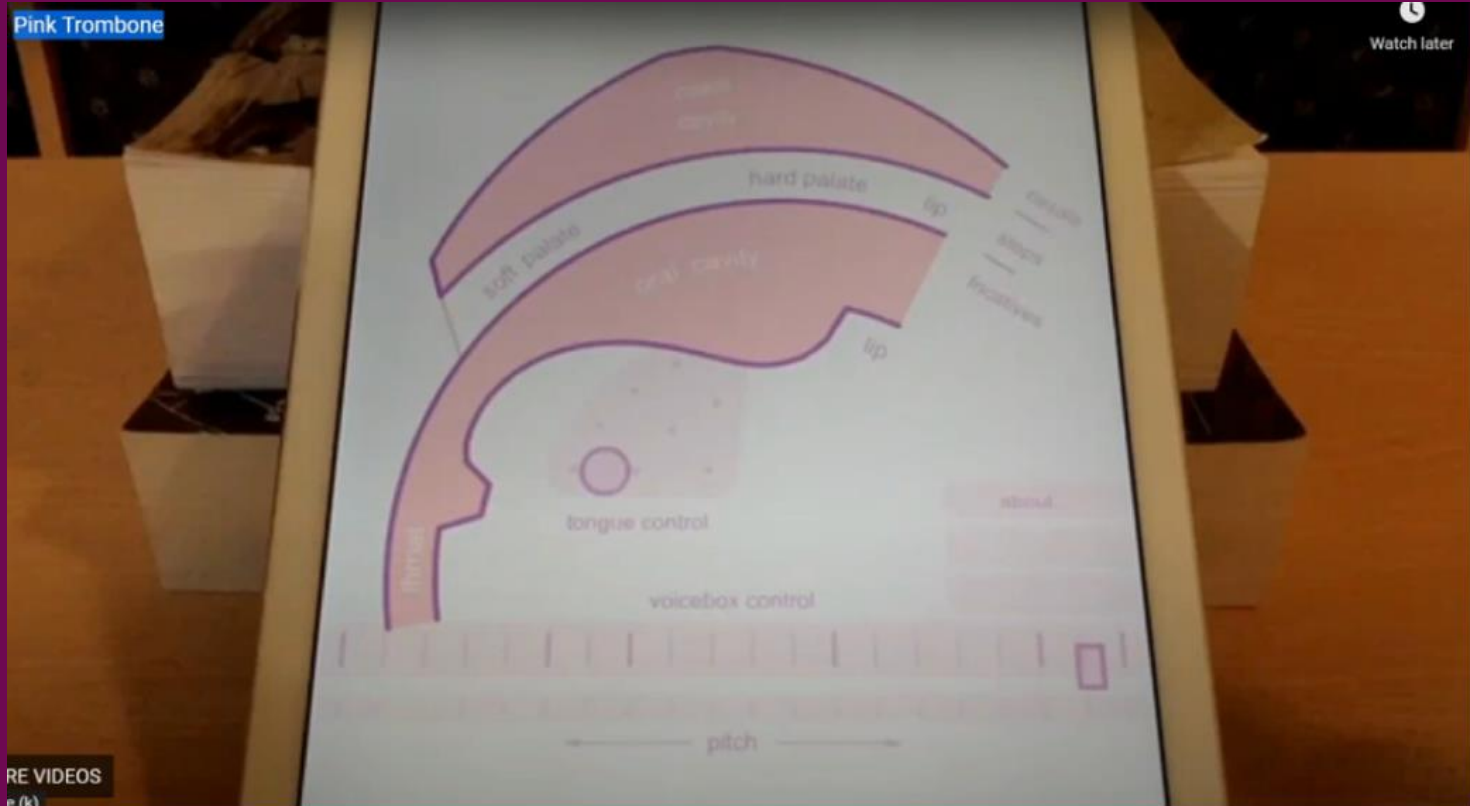
We are very grateful to Sharynne McLeod, Sadanand Singh and Plural Publishing for allowing us to share the title of their book, [Seeing Speech](#), which we recommend, along with their book [Speech Sounds](#), as a very useful tool for the student of phonetics.

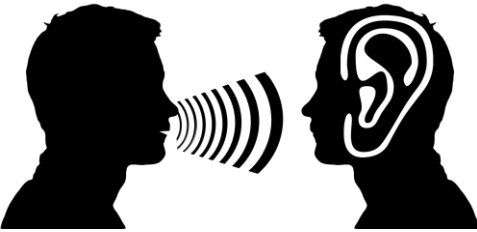
How to refer to this resource:

Lawson, E., J. Stuart-Smith, J. M. Scobbie, S. Nakai (2018). *Seeing Speech*: an articulatory web resource for the study of Phonetics. University of Glasgow. 19th February 2021. <https://seeingspeech.ac.uk>

Pink Trombone

<https://dood.al/pinktrombone/>





2. Perception training (ear training)

Traditional activities in the breakout room



Ex4. Minimal pairs

- Listen to your teacher pronouncing the minimal pairs below several times.
- Silently repeat the words to yourself, thinking about the correct lip shape and tongue position.
- Then work with a partner and practice saying the minimal pairs out loud.

/s/	/f/	/tʃ/
Sip	Ship	Chip
Seat	Sheet	Cheat
Sin	Shin	Chin
Sue	Shoe	Chew
Sucks		

Ex5. Listen to the sentences below and underline or **highlight** the word that you hear.

1. She said it was a **shock** / **sock**.

2. He was **washing** / **watching** his car.

3. How do you spell **cash** / **catch**?

4. You should **sip** / **ship** it slowly.

5. It's the **same** / **shame**.

6. It's a **sherry** / **cherry** flavoured.

Ex6. Listen and complete the sentences below – don't worry about spelling.

1. Buy me some fish and

2. On Sundays they go to

3. The white farm animals are

4. The recipe says you should

5. Who will the discussion?

6. There are many in that high tower.

Non-traditional online exercises



Youglish.com

The screenshot shows the YouGlish website interface. At the top is a black navigation bar with a 'YG' logo and links for 'Last query', 'Login', 'Sign up', 'Daily Lessons', 'Submit', 'Get your widget', and a red 'Donate!' button. Below this is a light gray header area containing the 'YouGlish' logo (with 'En' in a red box above 'Glish') and the text 'for English' with a dropdown arrow. A search bar with the placeholder 'Search for...' is positioned to the right of the logo, followed by a red button with a magnifying glass icon and the text 'Say it!'. Below the search bar are four buttons labeled 'All', 'US', 'UK', and 'AUS'. The main content area has a white background and contains the following text: 'Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.' Below this is a line of examples: 'Examples: power, courage, coup de grâce, how's it going?' followed by a link '(Advanced search)' in red.

YG Last query Login Sign up Daily Lessons Submit Get your widget [Donate!](#)

YouGlish for English ▼

Search for... [Q Say it!](#)

All US UK AUS

Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.

Examples: power, courage, coup de grâce, how's it going? [\(Advanced search\)](#)

Tube Quizard

Tube Quizard | Instant quizzes for any subtitled Youtube video

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Click to filter Quizzes by

level ☒ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2

type ☒ Grammar for listeners ☐ Pronunciation for listeners ☐ Vocabulary in context ☐ Grammar in context ☐ Spelling

category ☒ Business ☐ Educational ☐ Entertainment ☐ Film & animation ☐ Information Technology ☐ News ☐ People & society ☐ Talk & interviews ☐ Music

variety ☒

Grammar for listeners
Film & animation 3 items B1 C1 C2
Past simple Watch the video and type phrases with verbs in Past Simple.

Grammar for listeners
Film & animation 4 items B1 C1 C2
The perfect modal: could've, should've Do this quiz to practice catching expressions with 'could've' and 'should've'.

Grammar for listeners
Film & animation 5 items B1 C1 C2
Modals/can Do this quiz to practice catching 'can' or 'can't' in fast speech.

Grammar for listeners Educational
7 items B1 B2
Comparative adjectives Listen and type expressions with adjectives in the comparative form.

Grammar for listeners
1 item B1 C1 C2
STING Watch the video and type phrases with verbs in Past Simple.

Grammar for listeners Entertainment
1 item B1 C1 C2
Let's Learn English at 4 Restaurants! Watch the video and type phrases with verbs in Past Simple.

Grammar for listeners Entertainment
1 item B1 C1 C2
Let's Learn English at 4 Restaurants! Watch the video and type phrases with verbs in Past Simple.

Production:

Controlled – Guided – Contextualised



Traditional activities in the breakout room



Production

Controlled

- Online drilling
- Minimal pair exercises

Ex8. Minimal pair distinction

Student A

- Work with a partner and choose one person to be 'A' and one person to be 'B'. As should look only at this page, Bs should look only at page 7.
- Take turns to read the list of words on your page to your partner, repeating each as many times as your partner needs.
Your partner should listen and choose which word (1, 2 or 3) is different.

- | | | |
|-----------|-------|--------|
| 1. rushed | rust | rushed |
| 2. cash | catch | catch |
| 3. share | chair | share |
| 4. sore | chore | sore |

Ex9. Information gap

Student A

Work with a partner; choose one of you to be **Student A** and the other, **Student B** (p9).

Look at the table below and ask your partner which words go in the empty boxes. Listen and write the correct words into the correct box, then swap and let your partner ask you.

Example question:
'What words are in B1?'

A1	B1	C1	D1
Cheap ships	Click or tap here to enter text.	Chips and sheep	Chilly seashore
A2	B2	C2	D2
Click or tap here to enter text.	Click or tap here to enter text.	A rusty watch	Click or tap here to enter text.
A3	B3	C3	D3



Production

Guided

- Dictation exercises using target features

Ex10. Dictation

Student A

Read the sentences below to your partner. Your partner will write down your words. Repeat your words as many times as your partner needs. When you are finished, swap roles.

Chart topping sea shanties

Cheerful Scottish postman, Nathan Evans, who is behind the current sea shanty craze, has quit his job to become a professional musician. After his chart-topping success with '*The Wellerman*', record label Polydor rushed to sign him. Evans says he is speechless at his success, and that the millions of views of his sea shanty on social media giant Tik Tok has been a complete surprise. He is cheered to know that his style of music is still catchy.



Production

Communicative

- Real life communicative scenarios with recyclable context and language

Ex9. Real life scenario: accommodation recommendations using 's' clusters

A new student has joined your class. You learn that they are newly arrived and are having problems with their accommodation. They ask you the following questions:

- Where's the **safest** place to **stay** in Glasgow? Why?
- What area has the **best** night life?
- Should I stay on campus or look at private **flats** for rent?
- Should I share with **flatmates** or live alone?

Answer their questions using as many of the words from the vocabulary bank at the bottom of the page as you can.

Click or tap here to enter text.

Vocabulary bank

In the east end	police station	restaurants	interests
In the west end	security guards	nightclubs	housework
Student halls	vandalism	bars	smoker
Studio flats	thefts	coffee shops	best friend
Shared flats	break ins	parks	shares
Basement flats	attacks	museums	trustworthy
Bungalows	supermarkets	historic buildings	respect
Mansions	transport links	shopping centres	likes/dislikes

*Or any other words with 's' clusters you can think of!

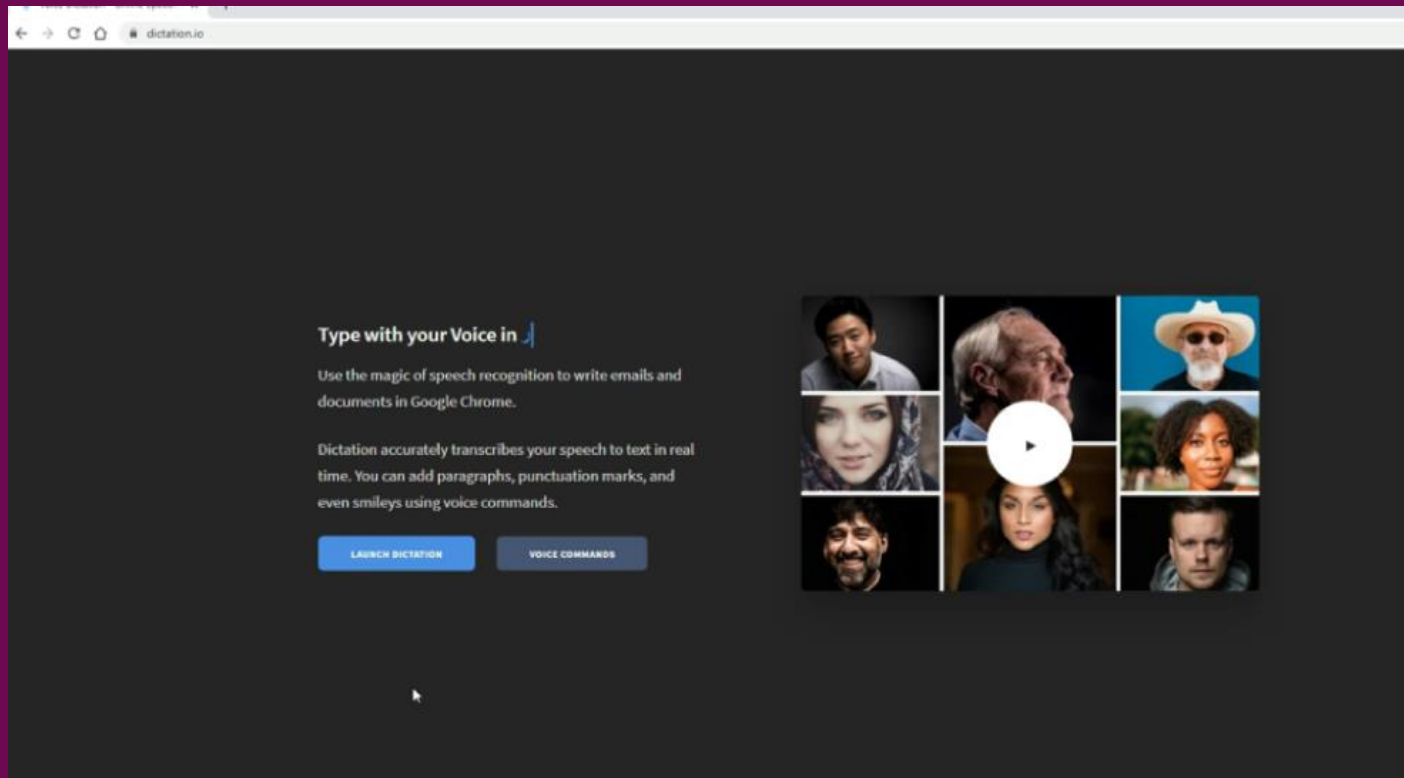


Non-traditional online exercises



Online options for productive practice

Online instant dictation websites: <https://dictation.io>



Additional online options (post-class)

Provide a stimulus (questions or topics) for which students produce spontaneous language, (hopefully) eliciting the target sounds you've been practising. Students share using:

- Vocaroo voice recording/sharing website
- Voice recording on mobile phone sent via email
- Whatsapp/ social media groups
- Google drives



Examples

Quiz questions:

- What's the opposite of tall? (short)
- What's a synonym for 'look for' (searchh)
- What do you wear on your feet (shoes/ sockss)
- Where can you go to see the ocean (beachh)
- How can you travel across the ocean (ship)

Stimulus questions:

- Tell me about the last time you went to the beachh.
- Have you ever been on a ship? When?

***Feedback:
peer or tutor**

Leave me a message scenarios:

- An apology for missing a lesson
- An excuse for why you couldn't complete the homework
- A reason for changing our meeting time
- A request for help
- A recommendation for something I should *try/ read/ see/ do*

Giving Feedback



- Audacity to create audio recaps of lesson features.
- Record feedback directly onto student recordings using Audacity or audio software

Conclusion

- Both traditional and novel activities can be used to practice pronunciation in the online classroom.
- The online classroom can provide the ‘language lab’ capabilities a traditional classroom may not have, which can result in greater flexibility, more varied interactive activities, and hopefully engaged active learning!

REFERENCES

- Audacity: <https://www.audacityteam.org/download/>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (with Griner, B.) (2010). Teaching pronunciation: A reference for teachers of English to speakers of other languages (2nd ed.). New York, NY: Cambridge University Press.
- <https://dictation.io>
- Pink Trombone: <https://dood.al/pinktrombone/>
- Seeing Speech: seeingspeech.com
- TubeQuizard: tubequizard.com
- Vocaroo: vocaroo.com
- Youglish: youglish.com

Thank you!



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GL_archer



Gemma Archer

Download a copy of this PPT from Glarcher.com

Take a screenshot of the following questions and discuss them in the breakout room:

1. Would any of the resources shown today support your students? If yes, what pronunciation features might they address?
2. Have you successfully used any other websites/ technology to support pronunciation in your classes?

**Reflection
and
discussion**