

Pronunciation in English High Beginning+

Step-by-step Lesson Plans

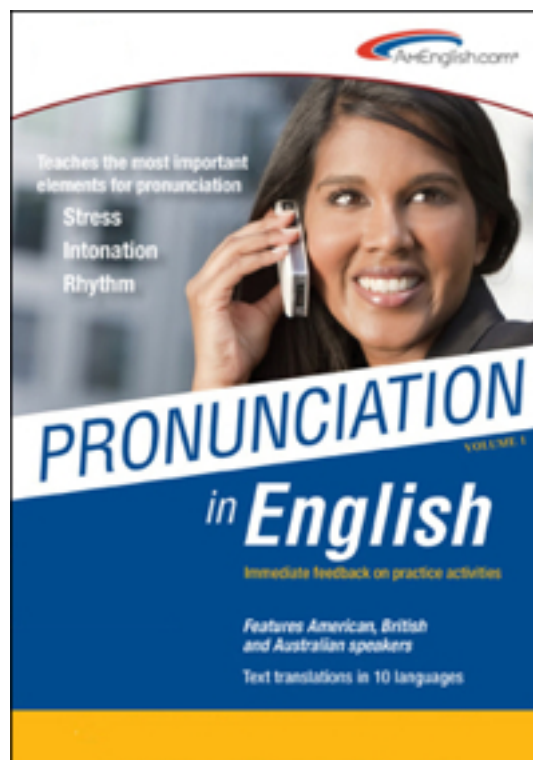


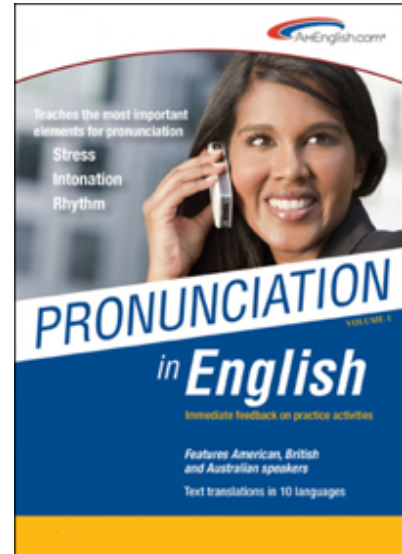
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Introduction:

FOCUS

In the past, much time has been spent in pronunciation courses on individual sounds. The disadvantage of this approach is that it is very difficult and time consuming for adult learners to make changes in this area. There is an individual sound section in this program in chapter three, but this is clearly secondary to the focus of the program. The emphasis is on the big picture items: stress, intonation, and rhythm. Research indicates that improvement in these areas makes the biggest difference in intelligible speech.



TARGET AUDIENCE

Pronunciation in English - High Beginning+ was designed for ESL/EFL students at the high beginning through intermediate level. (Of course, many students, even at the advanced level, still need practice identifying and using stress and the schwa at word level.)

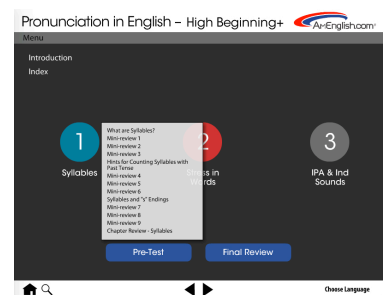
MULTIPLE LEARNING STYLES

The video presentations, extensive audio files and immediate feedback on practice activities appeal to multiple learning styles.

NAVIGATION

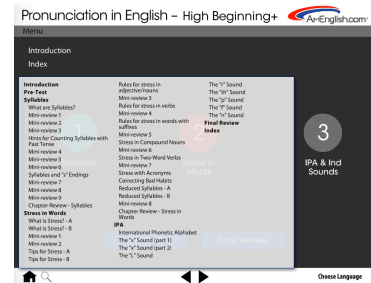
At the main Table of Contents, there are two kinds of 'roll over' flash menus:

- (1) Mouse over the magnifying glass at the bottom of the tool bar, and a program level index appears.
- (2) Mouse over each chapter, and a chapter level index appears.



Click on the index button to go to the new index section inside the program with expanded choices showing all 300 interactive pages.

The chapters are color coded for ease of navigation. Note the bar of color at the top of each screen, which is matched to the color of the chapters on the Table of Contents.



VIDEO, AUDIO, and FEEDBACK

1. The videos that present the concepts have text for all the audio, so students can follow along, but students are not asked to reproduce this language as it is part of the presentation for the lesson.
2. The audio tracks feature three native speakers with an American, British, and Australian accent. These “flavors” of English are similar to those on the new TOEFL® test from ETS®.
3. Students receive audio and visual feedback on answers throughout the practices:
 - In chapter one, the cuckoo plays in response to an incorrect answer. The woodblock sound plays in response to a correct answer, and students will also see the number for the syllable count appear in the box.
 - In chapter two, students will see the stressed syllable appear underlined in a different color in the box, along with the cuckoo and woodblock sounds for incorrect and correct answers respectively.
 - In chapter four, the correct answers show the words turning color and being underlined.
 - In chapter five and six, additional visual feedback includes: down/up arrows for intonation, dashes for linking, and reduced phrases like “gonna” for “going to.”

APPLICATION ACTIVITIES

Pronunciation in English is unique in that the content in the application section is generated by students. These activities guide students in applying the pronunciation skills presented in the program to language they use every day. This will help bridge the gap between the classroom and the world outside, which is always a challenge.

RECORD AND PLAYBACK FEATURE REQUIREMENTS

Each computer should be multi-media enabled with a microphone. Students must be able to use the record and playback feature in each practice and application, which allows them to listen to their own work, evaluate it, and make adjustments and record again. This will guide them in bridging the gap between the classroom and the world outside where the teacher and the software are not available to give them immediate feedback.



TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.



Organization:

Pre-Test

The pre-test has multiple rotating versions. Students' pre-test scores can be compared to their final review scores to track their progress. Scores are available in the User Management System.

UMS (User Management System)

Instructors can view all student activity in the UMS if students are using individual licenses. It's useful to let students know that you can see their online activity, including any chapter review and final review scores. This can motivate students to use their time in the lab productively.

Chapter 1: Syllables - Lesson One

Pre-Test

Have students take the pre-test in the program. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

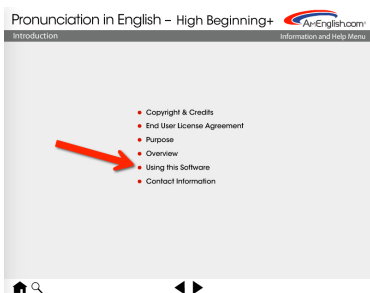
Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the Pre-test with the Final Review to measure improvement.

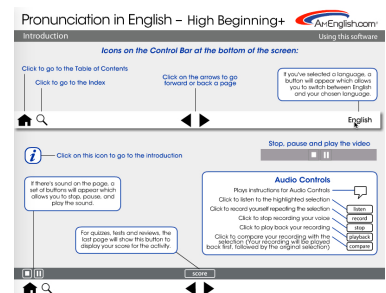


User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation (see earlier notes in the navigation section). Make sure students know how to use the “choose your language” button.

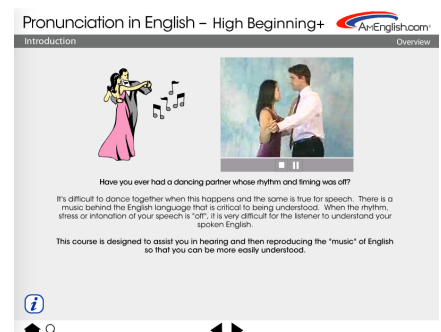


1. Show students the “Using this software” screen in the Introduction. Take some time to emphasize the importance of recording themselves in the practices and playing it back to listen to their recordings.



Videos

1. Show the Overview video in the Introduction of the two people dancing together



2. Show the first video in Chapter 1: **Syllable Skill #1: What are Syllables?**
3. Show students practice 1; review the feedback; cuckoo for mistakes; woodblock sound for correct answers; reinforce recording.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

On your own in the lab/homework

1. Review the slideshow for the program:
 Slideshow - [Pronunciation in English – High Beginning+](#)
2. Review the first video in Chapter 1: Syllable Skill #1: What are Syllables?
3. Complete practices 1-16 in **Chapter One, Syllables**, while:
 - Making sure to record yourself in each practice
 - Using the “playback” & “compare” buttons to listen to your recording
 - Re-recording where necessary
4. Complete Mini-review 1 in chapter one. If you do not get 100% on the mini-review, go back to review the practices.



* Note that instructors can decide in later lessons whether to have students use the online program in the language lab for part of the class depending on scheduling and lab availability. **Lesson plans give instructors the option of covering the online material in class if the computer lab is not available.**

Lesson Two

Warm-up

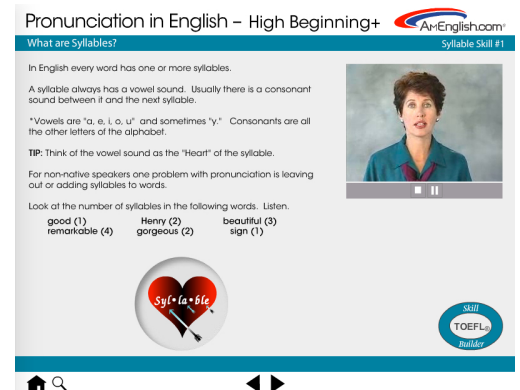
- Elicit from the class what is most difficult for them about pronunciation in English?
- This can be done as a whole class exercise with the teacher writing students' comments on the board.

Watch the first video

Syllable Skill #1 - What are Syllables?

Then, to review, put the following words on the board and then read them aloud.

Ask the students how many vowels there are in each word.



good (2)
gorgeous (4)
beautiful (5)

Next, ask them how many vowel **sounds** there are in each word. Consider drawing a heart around each vowel sound.

good (1)
gorgeous (2)
beautiful (3)

Note the silent vowels.

Complete practices 1-16 & mini-reviews 1 & 2 in Chapter 1

Whole class practice

A useful technique for reviewing this chapter is to have students “show you” the number of syllables they hear. It is important that this be a silent exercise with no vocalization. The teacher models a word, and the students indicate the number of syllables by holding up the appropriate number of fingers. This technique can be used again in Chapter two to indicate the

syllable that receives the most stress. This gives the teacher a very quick way to assess the entire group.

Ask the students to “show you” the number of syllables in the words as you read them. For example:

strategy (3)	assigned (2)
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If you see lots of mistakes based on the number of fingers students held up for these words, take a minute to write those words on the board and draw a heart around the vowel sound in each syllable or underline the vowel sounds.

Group practice

Have students work in small groups or with partners to brainstorm a list of words that they hear or use frequently. Write them down and decide how many syllables for each. Groups will take turns sharing their lists orally with the class. The instructor will write any words on the board where the syllable count was incorrect.

At this point, the instructor will probably hear some words where the students have incorrect stress. Depending on the level of the class, the instructor may jump ahead to talk about stress and note the mistakes. Calling the misplaced stress **excellent mistakes** can be useful. This helps to highlight the error and the fact that if you identify the mistake in the class, you have a chance to fix it for conversation outside of class.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English?

On your own in the lab/Homework

Complete practices 17-25 & Mini-review 3 in Chapter One; look at the video for Syllable Skill #2