

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

o-o-0	o-0-o	0-o-o	o-0-o-o
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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!

Sample Vocab Chart

Word	Part of Speech	Syllable – Stress	Primary Vowel Sound	Definition	Example/notes	Related Words
Attributed	V	o- O -o-o	/ɪ/--pin	pp of attribute: To say or think that something is the result or work of something or someone else.		Attributes
Guideline	N	O -o	/ay/--pie	A piece of information that suggests how something should be done.		
Impact	N	O -o	/ɪ/--pin	The strong effect or influence that something has on a situation or person.		
Innovation	N	o-o- O -o	/e/--pay	A new idea or method, or the use of new ideas or methods.		
Network	N	O -o	/ɛ/--pet	A group formed from parts that are connected together; also, a group of computers that are connected and can share information.		
Scenario	N	o- O -o-o	/ɛ/--pet	A description of possible events.		Scene
Simulation	N	o-o- O -o	/e/--pay	A model of a real activity, created for training purposes or to solve a problem.		Simulate
Transmission	N	o- O -o	/ɪ/--pin/ɪ/--pin	The act of sending or giving something.		Transmit



English

English



English version

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scientific

From Longman Dictionary of Contemporary English

sci·en·tif·ic /ˌsaɪənˈtɪfɪk ◀ / ●●● **S3** **W2** **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 (=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** /-kli/ **adverb**

🔊 It hasn't been scientifically proven, though.



More results

non-scientific

Scientific American

the scientific method

the teaching/scientific/criminal
etc fraternity

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Got it!

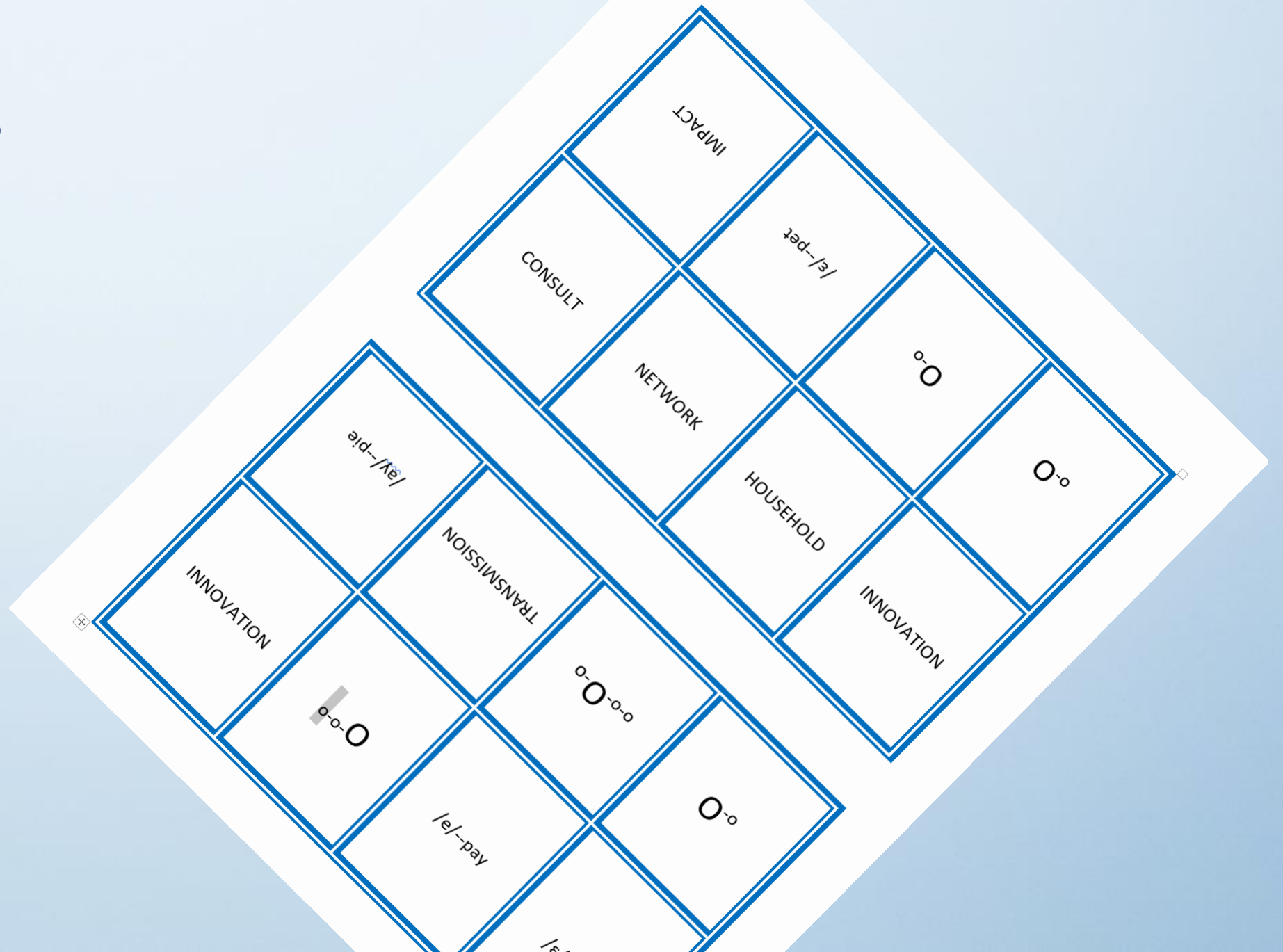
Working with Syllables

- 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

Dominos



Stress Columns (1-3 syllables)

O	o-O	O-o	o-o-O	o-O-o	O-o-o
Tough Branch Leaf	Convey Insist	Branches Impact	Guarantee	Computer Financial	Monitor Usual

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!