



Joint QATESOL-QCAL Regional
Conference
Mackay 12-13 August 2017



An interactive workshop of kinaesthetic activities for pronunciation practice

Arizio Sweeting, Institute of Continuing & TESOL Education – University of
Queensland, Brisbane

arizio.sweeting@gmail.com (home) or a.sweeting@icte.uq.edu.au (work)

English articulatory setting

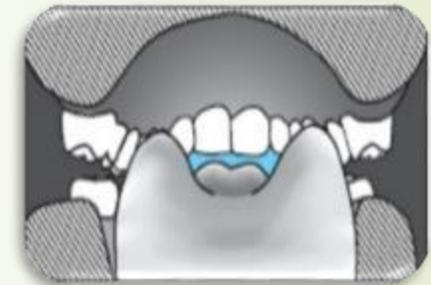
[p^h/p] papa
 pop

aspiration (and
unaspiration)

[t^h/t] tea
 eat



'butterfly' tongue



Judy Gilbert 2001
Clear Speech from the Start

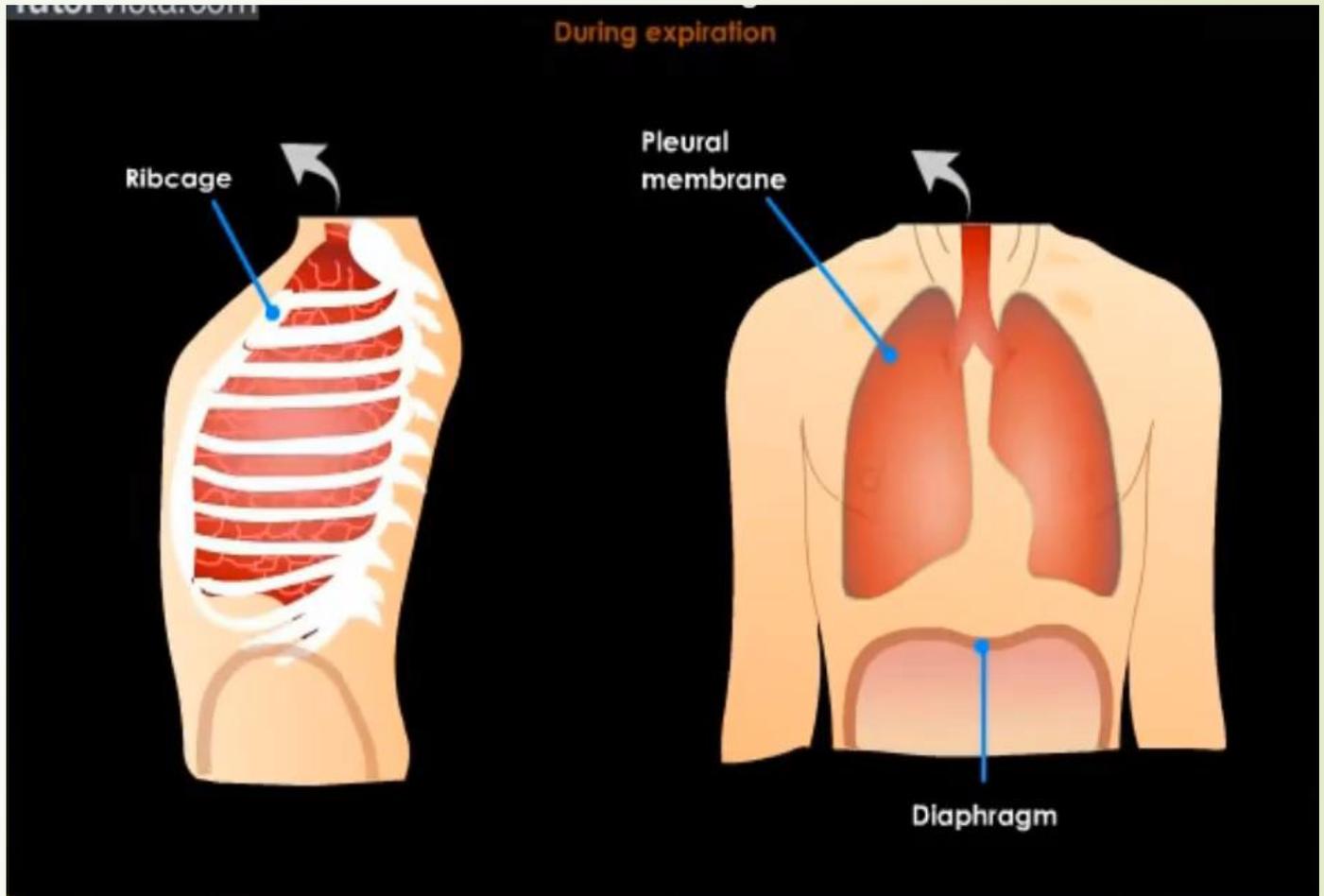
Stress

ə - schwa

ɪ - schwi

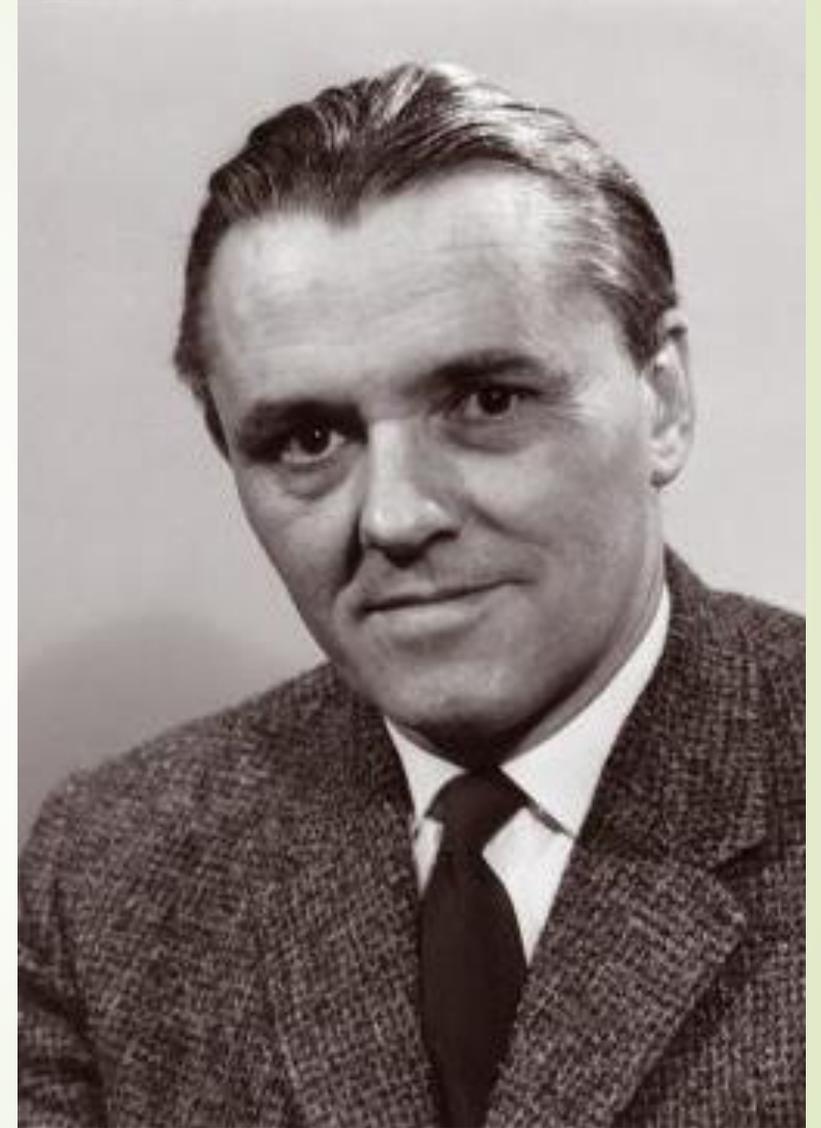
ʊ - schwu

ə^r - schwr



- 
- ▶ 'Stress can be defined as *initiator power*, and, moreover, that this definition is applicable to all types of initiation....stress as a prosodic feature of languages is virtually always manifested in terms of *pulmonic pressure initiation*.
 - ▶ Not all languages are like English. In French and Japanese, for example, the parcelling out of initiator power is done differently.

J. C. Catford (1988)





primary school



rugby
basketball
golf





He plays 2 rugby

She plays 3 basketball

They play 1 golf





weather



beach

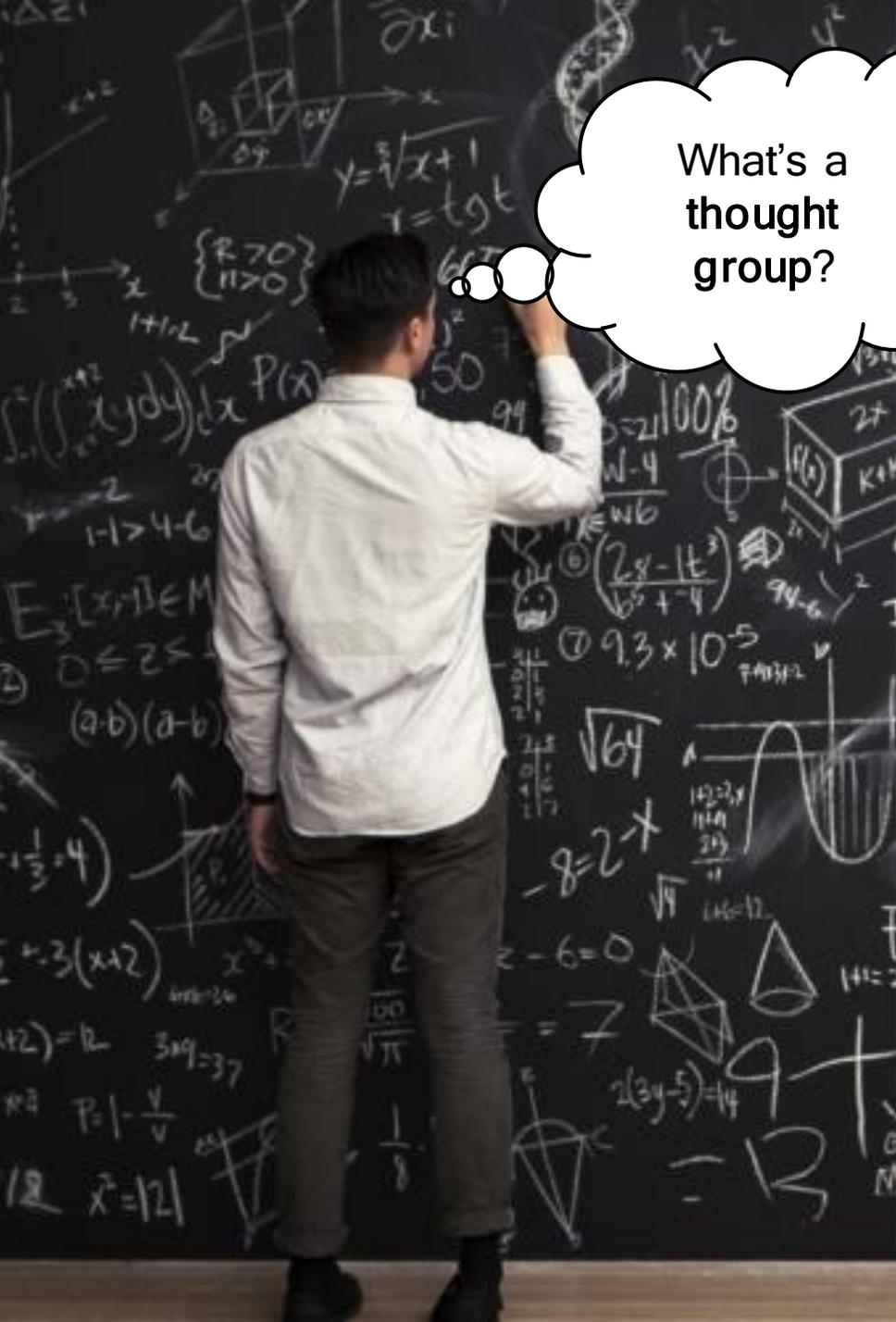




Secondary School

WOODVILLE HIGH





What's a
thought
group?

$$(2 + 3) \times 4 = 20$$

‘Two plus three//times four//equals twenty.’

$$2 + (3 \times 4) = 14$$

‘Two plus//three times four//equals fourteen.’



Content Words and Function Words

Content words are main verbs, nouns, adjectives and adverbs

Function words are articles, prepositions, auxiliary verbs, quantifiers and pronouns

Primary Phrase Stress (PS)

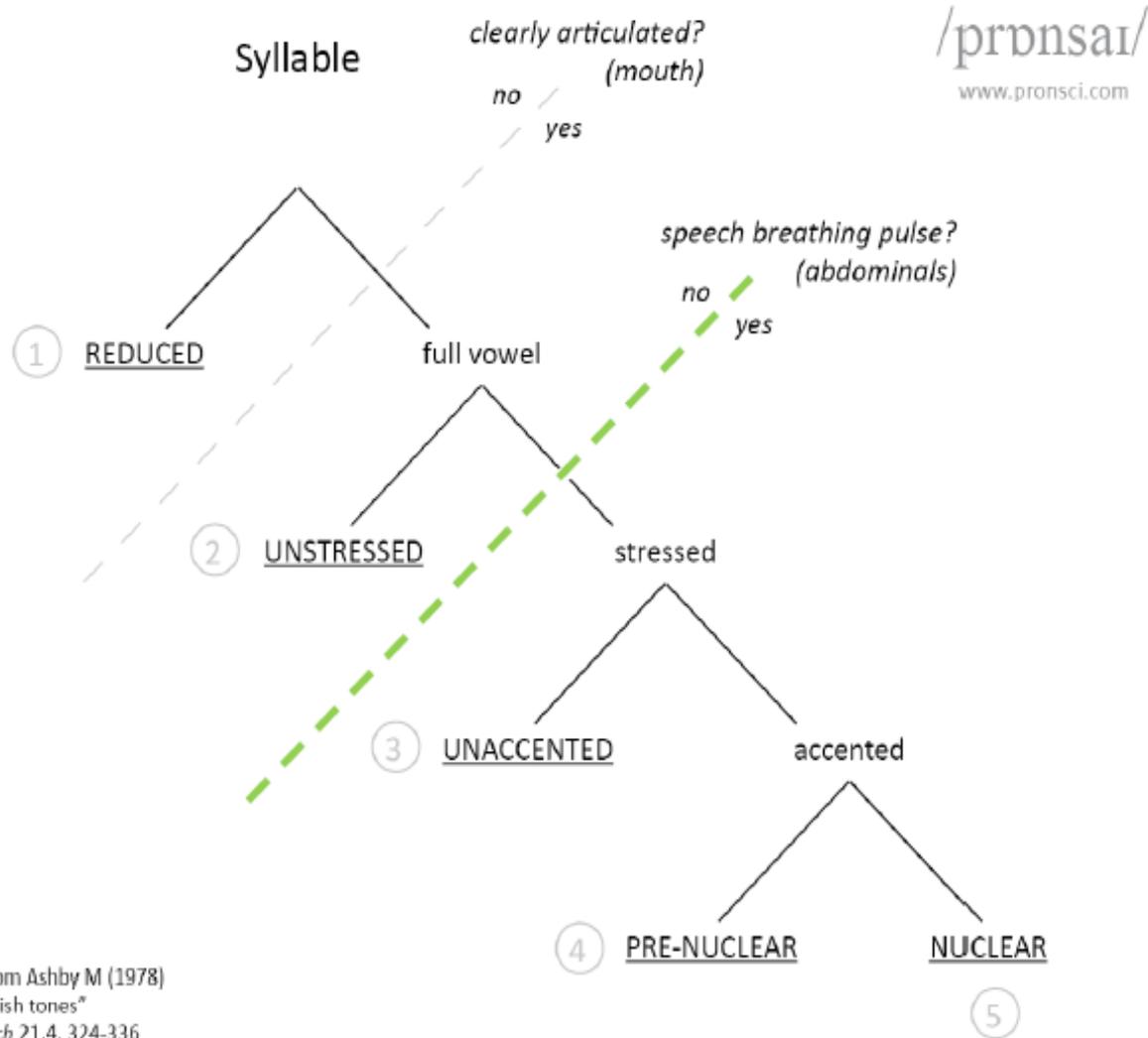


Diagram adapted from Ashby M (1978)
 "A study of two English tones"
Language and Speech 21.4, 324-336

Do | you | know | what | a | ni | mal | this | is?
 2 2 4 2 5 1 1 2 2
 1

It's | an | a | lli | ga | tor.

2 1 5 1 2 1
 last content word (LC)



I will compare the American **alligator** to the
 American crocodile. 5

American crocodile.

5 explicit contrast (EC)



American
Alligator

1. Do you know what animal this is?
2. It's an alligator.
3. Today,
4. I will give a presentation on the American alligator.
5. First,
6. I will give you some facts about the American alligator.
7. Second,
8. I will show you the size of the American alligator.
9. Finally,
10. I will compare the American alligator
11. to the American crocodile.

ESL STUDENT - BIOLOGY



American
Alligator

1. Do you know what **animal** this is? 1. LC
2. It's an **alligator**. 2. LC
3. **Today,** | ↘ ↗ 3. LC
4. I will give a presentation on the **American** alligator. 4. LC
5. **First,** | ↘ ↗ 5. LC
6. I will give you some **facts** about the American alligator. 6. LC
7. **Second,** | ↘ ↗ 7. LC
8. I will show you the **size** of the American alligator. 8. LC
9. **Finally,** ↘ ↗ 9. LC
10. I will compare the American **alligator** | 10. EC
11. to the American **crocodile**. 11. EC

ESL STUDENT - BIOLOGY



Studies have shown that when students become aware of [prominence] and learn how to, when, and why a word becomes prominent, their PS [primary phrase stress] placement improves in a short time (Sardegna, 2012)



The Open
University

frozen planet

BBC

Productions
Bristol

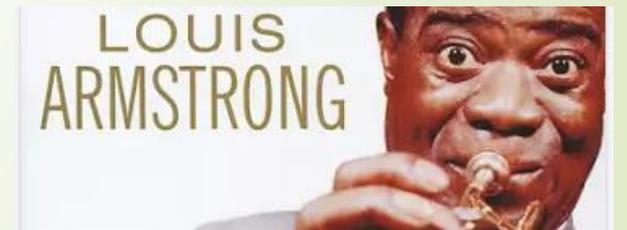
bbc.co.uk/nature

© BBC MMXI

I see trees of green // red roses / too //

I see them bloom / for me / and you //

And I think to myself / what / a wonderful world //



Shadowing

1. Choose a recording a little below learners' competence
2. Play the recording and use the usual listening comprehension strategies to make sure learners understand it
3. Select a portion - two or three paragraphs maximum- for the students to mark into thought groups. There is no need to transcribe the section; it will be enough to mark off the thought groups with slashes
4. Learners listen to the section piece by piece and repeat it
5. Repeat step 4 with longer stretches
6. Learners read along with the recording keeping in step
7. Learners read aloud the entire text by themselves with no audio support
8. Discuss the text as a piece of discourse by asking key questions

group project

Voiceover





tobacco
exhaled
argue

early
stream
health

The Risks of Cigarette Smoking

Discovered in the early 1800s || and named 'nicotianine', || the oily essence now called nicotine || is the main active ingredient of tobacco. ||

Passive smoking, || the breathing in of the side-stream smoke || from the burning of tobacco between puffs || or the smoke exhaled by a smoker, || also causes a serious health risk. ||

...They argue that || those scientists are underestimating the damage done by passive smoking and, || in support of their recent findings, || cite some previous research || which points to passive smoking as the cause for...



YouGlish
nicotine Q Say it!
ALL US UK AUS

How to pronounce 'nicotine' in Australian English (2 out of 5):



part of it may be prescribing nicotine patch to help them quit smoking. RURAL HEALTH EDUCATION FOUNDATION

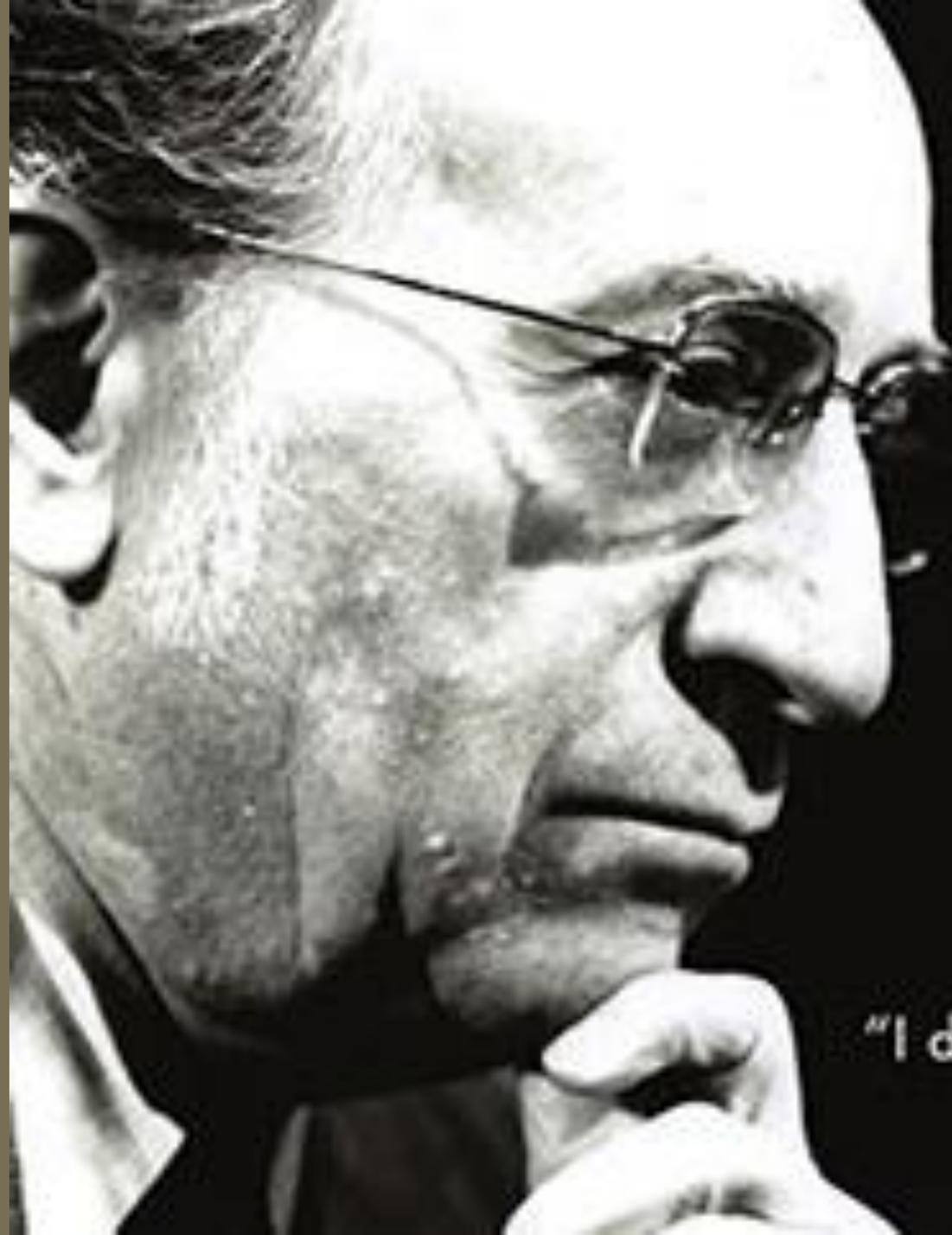
Speed: normal [slower, faster] Transcript

part of it may be prescribing nicotine patch to help them quit smoking.

[Feedback] [Share] [Save]



<http://youglish.com>



"I don't teach, I let them learn."

- Coleb Gottegno