



repeat
after
me...



Beyond listen and repeat...

How to develop adult learner pronunciation B2/C1

Kieran Rigney

Language trainer - United Nations Geneva

Teacher trainer – International House Geneva

Real-world pronunciation

- ‘Spoken language is not written language spoken aloud...’
(Lam, 2002)

Discuss the significance of this quotation for pronunciation in the classroom...

Features of connected speech

In these examples, what's the difference between how they are said and how they are written?

- **Assimilation** – when a phoneme is influenced by a neighbouring phoneme.

“Tony’s a /hɑ:pbreikə/.”

(heartbreaker)

- **Elision** – when sounds are omitted.

“She sat /nekstə/ the wall.”

(next to)

- **Intrusion** – when sounds are added.

“That’s the /ajdiərvɪt/.”

(idea of it)

Features of connected speech

- **Catenation** – when a consonant sound at the end of one word joins with a vowel sound at the beginning of the next word.

For example...

- The two words *an + apple* become
/ænæpəl/ in speech...

Catenation of the consonant *n* and the vowel *a* sounds.

- Speaker: *An aim of this exercise is to*

Extraction: *a name*

- Speaker: *I want to get up at eight o'clock*

Extraction: *get a potato clock*

- Therefore, learners can often confuse the message owing to word boundaries.

An activity...

- It raises awareness of word boundaries.

T: an ice cream

[Ss repeat]..

T continues:

a nice cream dress

T: the boxes of

[Ss repeat]..

T continues:

the boxes have been
opened

T: a new display

[Ss repeat]..

T continues:

a nudist play is on
tonight

T: a grade 'A'

[Ss repeat]..

T continues:

a grey day is a boring
one

Raising awareness of word boundaries.

- Have your learners repeat ambiguous sequences.
- Later, solve the ambiguity through the inclusion of additional information.
- This technique can be graded to suit any level, through complexity of the sequence or the speed of the delivery.

Another feature...

- **Prominence** (a pattern of intonation) plays a very important role in the understanding of a message.

Consider the utterances:

“MARK will be there later”

“Mark will be there LATER”.

What is the difference between them?

Prominence activity

- Say sentences 1 to 4 aloud, giving prominence to the words in capitals. Choose the appropriate paraphrase (A to D) for each.

1 JOHNNY will eat this A whether he wants to or not

2 Johnny WILL eat this B not just look at it

3 Johnny will EAT this C rather than something else

4 Johnny will eat THIS D not someone else

- Try the same thing with the following sentence:

‘Did Henry Miller live in Paris?’

Tone units

- I like Elizabethan drama and poetry.
- I like Elizabethan drama | and poetry.

| = a pause

Notice any difference?

- The tone unit functions as a means of *packaging* information in spoken discourse.
- Any implications?

Tone units

- Say these pairs of utterances aloud, pausing slightly where marked (|). Are there any differences in meaning?
- The passengers who didn't have tickets | were fined.
- The passengers | who didn't have tickets | were fined.
- She went to answer the phone hopefully.
- She went to answer the phone | hopefully.
- We prefer dancing to music.
- We prefer dancing | to music.
- I didn't marry him because of his looks.
- I didn't marry him | because of his looks.

Pronunciation techniques

- What techniques do you use for pronunciation in the classroom?
- Here are two techniques you could use:
 - Backchaining
 - Stress pattern matching

Stress pattern matching

1) When do you want to meet up?	a) ● ● ● ● ● ●
2) Fancy joining me?	b) ● ● ● ● ● ● ● ●
3) Let's check it out!	c) ● ● ● ● ●
4) 8.30 it is then.	d) ● ● ● ● ● ● ●
5) How about meeting for a drink?	e) ● ● ● ●

Beyond 'Repeat after me...'

- Here are some repetition options that can be utilised in the class...
- Student-led/Teacher-led
- Nominated/Volunteered
- Choice/No choice
- Individual/Group
- Mumbled/Clear
- Part/Whole of utterance
- Slow/Fast

Perhaps we can turn this...



repeat
after
me...



...into this.

repeat
after
me...

