



# 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

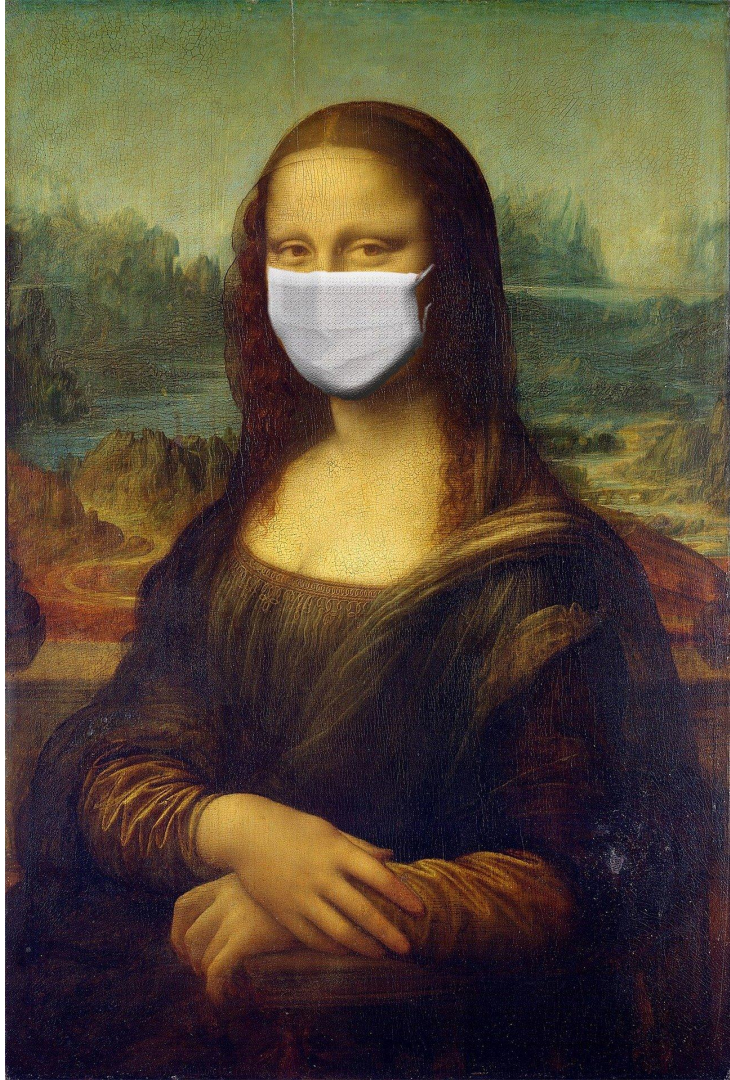
March 2020:

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

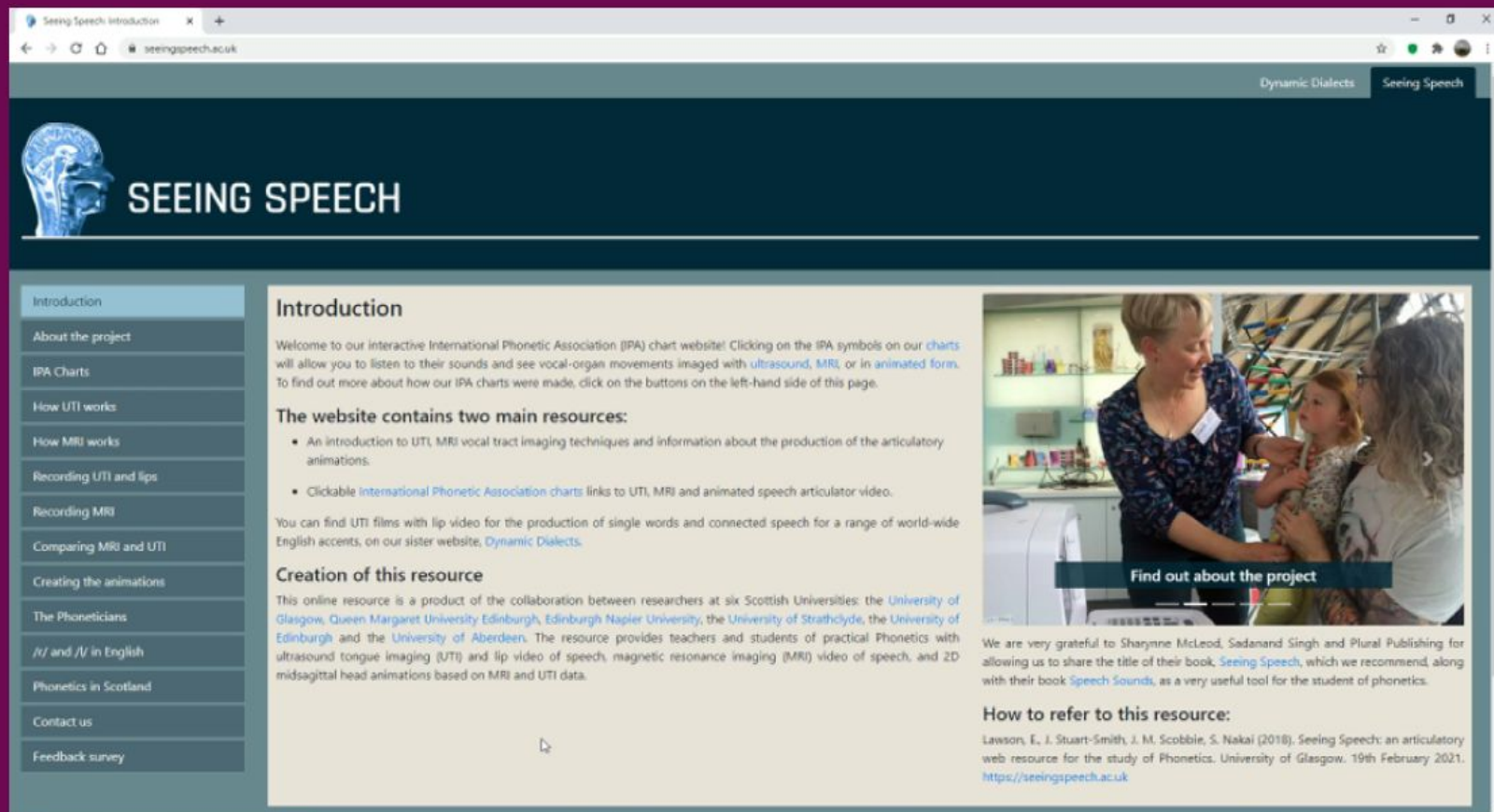
# Resources: Exploit the visual

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 'seeingpeech.ac.uk'. The website has a dark teal header with a logo of a human head in profile showing internal structures, and the text 'SEEING SPEECH'. Navigation tabs for 'Dynamic Dialects' and 'Seeing Speech' are visible. A left-hand sidebar contains a menu with items: '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 the following text: '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.' Below this, a section titled 'The website contains two main resources:' lists two bullet points: 'An introduction to UTI, MRI vocal tract imaging techniques and information about the production of the articulatory animations.' and 'Clickable [International Phonetic Association charts](#) links to UTI, MRI and animated speech articulator video.' Further down, it states: '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](#).' A section titled 'Creation of this resource' explains that the online resource is a product of 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. It 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. On the right side of the main content area, there is a photograph of three people (two adults and a child) in a kitchen-like setting, with a text overlay that says 'Find out about the project'. Below the photo, a paragraph expresses gratitude to Sharynne McLeod, Sadenand Singh, and Plural Publishing for allowing the website to share the title of their book, 'Seeing Speech', which is recommended along with their book 'Speech Sounds' as a useful tool for students of phonetics. A section titled 'How to refer to this resource:' provides the following citation: '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://seeingpeech.ac.uk>'.

Seeing Speech Introduction

seeingpeech.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

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### 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.

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Find out about the project

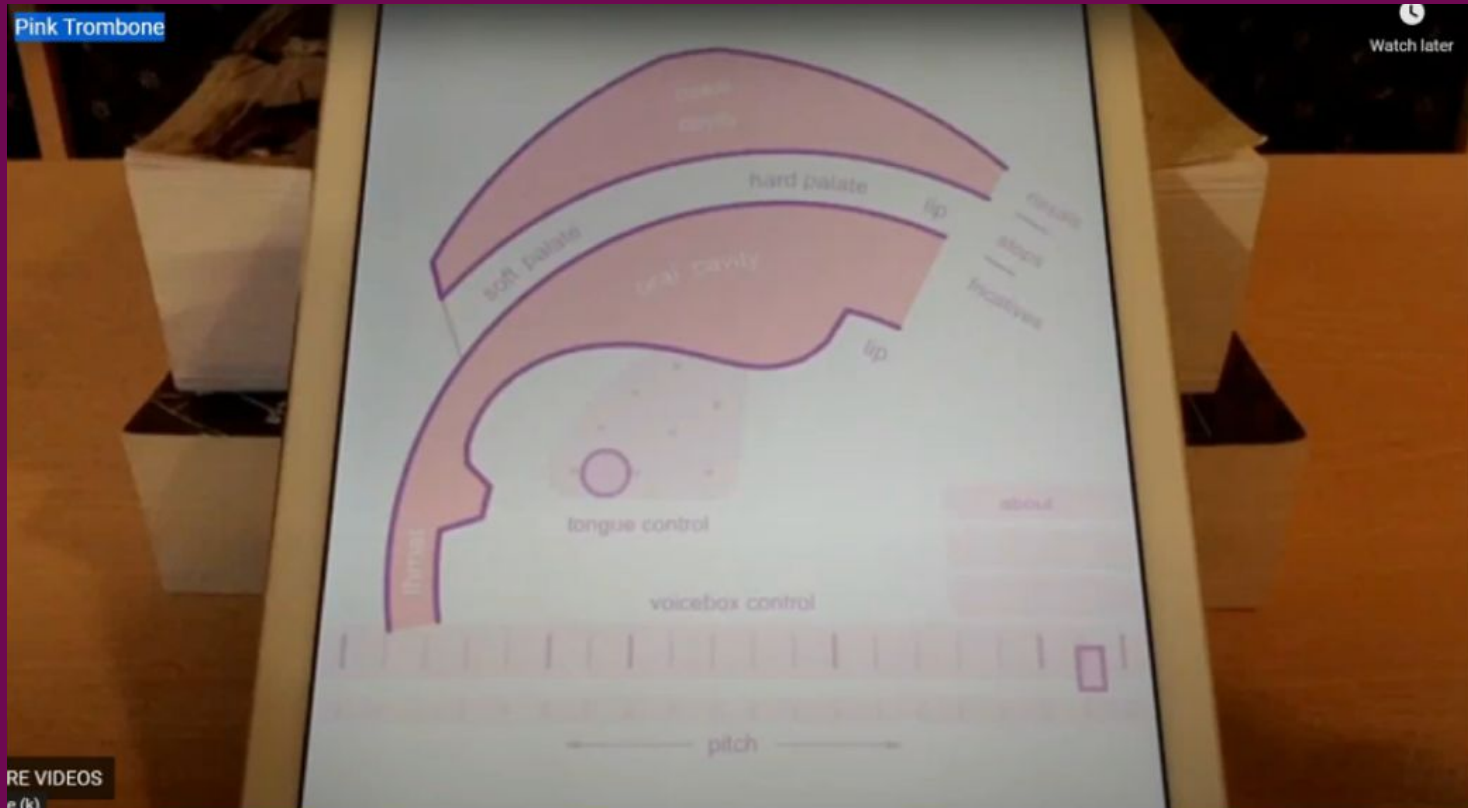
We are very grateful to Sharynne McLeod, Sadenand Singh and Plural Publishing for allowing us to share the title of their book, [Seeing Speech](#), which we recommend, along with their book [Speech Sounds](#), as a very useful tool for the student of phonetics.

### How to refer to this resource:

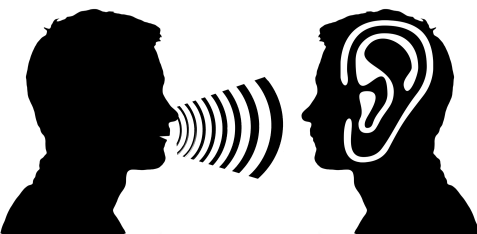
Lawson, E., J. Stuart-Smith, J. M. Scobbie, S. Nakai (2018). Seeing Speech: an articulatory web resource for the study of Phonetics. University of Glasgow. 19th February 2021. <https://seeingpeech.ac.uk>

# 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/	/ʃ/	/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



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for English ▼

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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

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Finalist

Digital Innovation finalist  
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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 ☐ Sports & interviews ☐ Music

variety ☒

**Grammar for listeners**  
Film & animation 3 items B1  
B2 C1  
**Past simple** Watch the video and type phrases with verbs in Past Simple.

**Grammar for listeners**  
Film & animation 4 items B2  
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 B2  
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**

**Grammar for listeners** Entertainment  
STING

**Vocabulary in context**  
Let's Learn English at 4 Restaurants!

**Grammar for listeners** Entertainment



# **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!



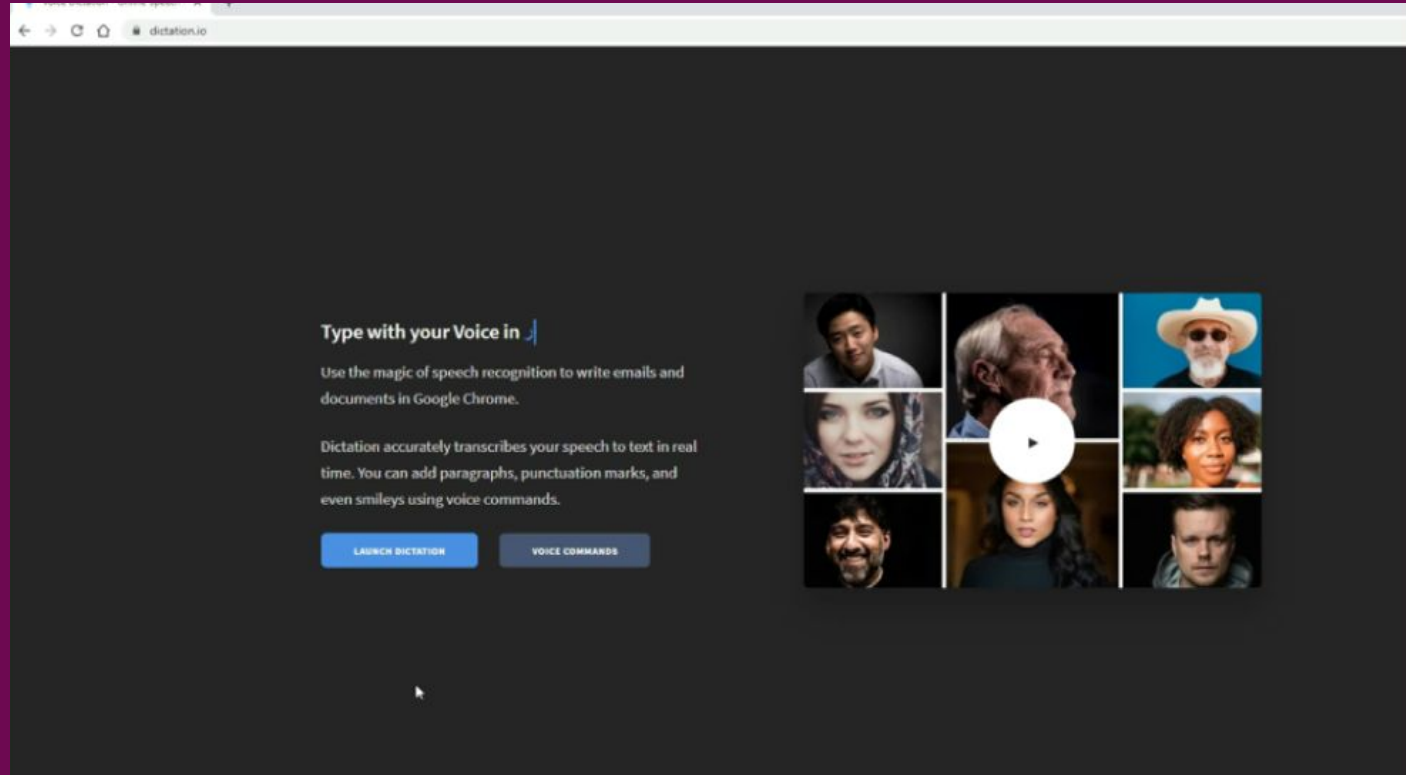
# Non-traditional online exercises





# Online options for productive practice

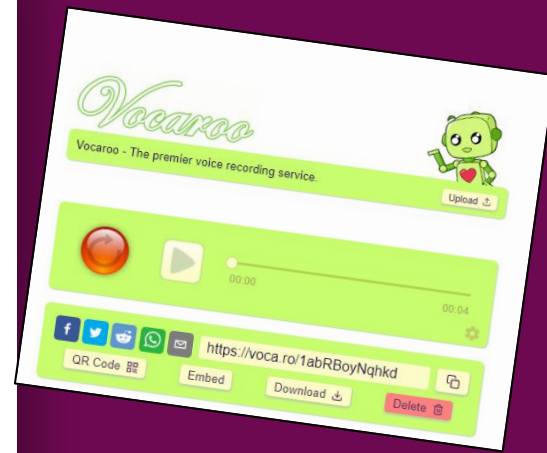
Online instant dictation websites: <https://dictation.io>



# 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/ socks)
- 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



- Use 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](https://seeingspeech.com)
- TubeQuizard: [tubequizard.com](https://tubequizard.com)
- Vocaroo: [vocaroo.com](https://vocaroo.com)
- Youglish: [youglish.com](https://youglish.com)



# Thank you!



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GL\_archer



Gemma Archer

Download a copy of this PPT from [Glarcher.com](http://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**