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Using the Lexical approach to integrate, outline and develop areas of pronunciation

The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The learners aim is to acquire these "chunks of language".

- Seth Lindstromberg & Frank Boers 2016

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Chunks include:

Idioms

The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The learners aim is to acquire these "chunks of language".

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- Idioms
- Proverbs

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- Idioms
- Proverbs
- Common collocations

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- Idioms
- Proverbs
- Common collocations
- Phrasal verbs

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- Idioms (it's raining cats and dogs)
- Proverbs (make hay while the sun shines)
- Common collocations (heavy rain)
- Phrasal verbs (lashing down)

"The Lexical mistake often causes a misunderstanding while a grammar mistake rarely does"

- John Sinclair, IATEFL 1996

Incorrect Grammar	Correct Grammar

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
_	

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	
_	

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	I am going to the zoo now
_	

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	I am going to the zoo now
I go zoo tomorrow	

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	I am going to the zoo now
I go zoo tomorrow	I'll go to the zoo tomorrow

Incorrect Grammar	Correct Grammar
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	I am going to the zoo now
I go zoo tomorrow	I'll go to the zoo tomorrow

Correct Lexis	Incorrect Lexis

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I go to zoo yesterday	I went to the zoo yesterday
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I go to zoo yesterday	I went to the zoo yesterday	
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Correct Lexis	Incorrect Lexis
I go to zoo yesterday	I go to zoo tomorrow
I go to zoo now	

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I go to zoo yesterday	I went to the zoo yesterday	
I go to zoo now	I am going to the zoo now	
I go zoo tomorrow	I'll go to the zoo tomorrow	

Correct Lexis	Incorrect Lexis	
I go to zoo yesterday	I go to zoo tomorrow	
I go to zoo now	I go to park now	

Incorrect Grammar	Correct Grammar	
I go to zoo yesterday	I went to the zoo yesterday	
I go to zoo now	I am going to the zoo now	
I go zoo tomorrow	I'll go to the zoo tomorrow	

Correct Lexis	Incorrect Lexis	
I go to zoo yesterday	I go to zoo tomorrow	
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I go zoo tomorrow		

Incorrect Grammar	Correct Grammar	
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I go to zoo now	I am going to the zoo now	
I go zoo tomorrow	I'll go to the zoo tomorrow	

Correct Lexis	Incorrect Lexis	
I go to zoo yesterday	I go to zoo tomorrow	
I go to zoo now	I go to park now	
I go zoo tomorrow	He go zoo tomorrow	

How did I use pronunciation before?

How did I use pronunciation before?

Grammar point	Form	Pronunciation
Used to	(+) Subject + used to + base	Strong form:
	form of verb + object (-) Subject + did not + use to + form of verb + object (?) Question word + did + Subject + use to + base form of verb + object	/ju:st tu:/ Weak form /ju:stə/

Descriptive –v- prescriptive

- Descriptive –v- prescriptive
- Language evolves

- Descriptive –v- prescriptive
- Language evolves
- Language for communication

- Descriptive –v- prescriptive
- Language evolves
- Language for communication
- Learners appropriate, not fluent

- Descriptive –v- prescriptive
- Language evolves
- Language for communication
- Learners appropriate, not fluent
- Words often used together

- Descriptive –v- prescriptive
- Language evolves
- Language for communication
- Learners appropriate, not fluent

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- Words often used together
- Includes all pronunciation

So what features are there in pronunciation?

Phonemes

- Phonemes
- Stress

- Phonemes
- Stress
- Intonation

- Phonemes
- Stress
- Intonation
- Assimilation

- Phonemes
- Stress
- Intonation
- Assimilation
- Elision

- Phonemes
- Stress
- Intonation
- Assimilation
- Elision
- Juncture

- **Phonemes**
- Stress
- Intonation
- Assimilation
- Elision
- Juncture
- Linking/intrusion

Underhill, A (1994) Kelly, G (2001

Phonemes

Phonemes – /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - **My** son baked a cake yesterday

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - **My** son baked a cake yesterday
 - My **SON** baked a cake yesterday

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My **SON** baked a cake yesterday
 - My son **BAKED** a cake yesterday

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My **SON** baked a cake yesterday
 - My son **BAKED** a cake yesterday
 - My son baked **A** cake yesterday

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My **SON** baked a cake yesterday
 - My son **BAKED** a cake yesterday
 - My son baked A cake yesterday
 - My son baked a **CAKE** yesterday

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My **SON** baked a cake yesterday
 - My son **BAKED** a cake yesterday
 - My son baked A cake yesterday
 - My son baked a **CAKE** yesterday
 - My son baked a cake **YESTERDAY**

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My **SON** baked a cake yesterday
 - My son **BAKED** a cake yesterday
 - My son baked A cake yesterday
 - My son baked a **CAKE** yesterday
 - My son baked a cake **YESTERDAY**
- Intonation

- Phonemes /e/ /k/ /s/ /æ/ /m/ /p/ /ə/ /l/ /s/
- Stress
 - My son baked a cake yesterday
 - My SON baked a cake yesterday
 - My son **BAKED** a cake yesterday
 - My son baked A cake yesterday
 - My son baked a CAKE yesterday
 - My son baked a cake YESTERDAY
- Intonation
 - · "can I have some examples?"

Assimilation

- Assimilation
 - 'white bag' =>

- Assimilation
 - 'white bag' => 'wipe bag'

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision
 - 'I don't know' =>
 - Fish and chips =>

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision
 - 'I don't know' =>I dunno
 - Fish and chips => Fish 'n' Chips

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision
 - 'I don't know' =>I dunno
 - Fish and chips => Fish 'n' Chips
- Juncture

- Assimilation
 - 'white bag' => 'wipe bag'
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 - 'I don't know' =>I dunno
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 - A name =>
 - That stuff =>

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision
 - 'I don't know' =>I dunno
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- Juncture
 - A name => an aim
 - That stuff => that's tough

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- Assimilation
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 - 'I don't know' =>I dunno
 - Fish and chips => Fish 'n' Chips
- Juncture
 - A name => an aim
 - That stuff => that's tough
- Linking/intrusion
 - 'I did it!' =>
 - 'I am' =>

- Assimilation
 - 'white bag' => 'wipe bag'
- Elision
 - 'I don't know' =>I dunno
 - Fish and chips => Fish 'n' Chips
- Juncture
 - A name => an aim
 - That stuff => that's tough
- Linking/intrusion
 - 'I did it!' => 'I didit'.
 - 'I am' => 'I yam'.

How can I integrate pronunciation?

Learner outcomes?

Learner outcomes?

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2. What language?

How can I integrate pronunciation?

Learner outcomes?

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- What language?
- Blocking language?

- Learner outcomes?
- What language?
- Blocking language?
- Phonetics?

Learner outcomes?

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- What language?
- Blocking language?
- Phonetics?
- How is language said?

Learner outcomes?

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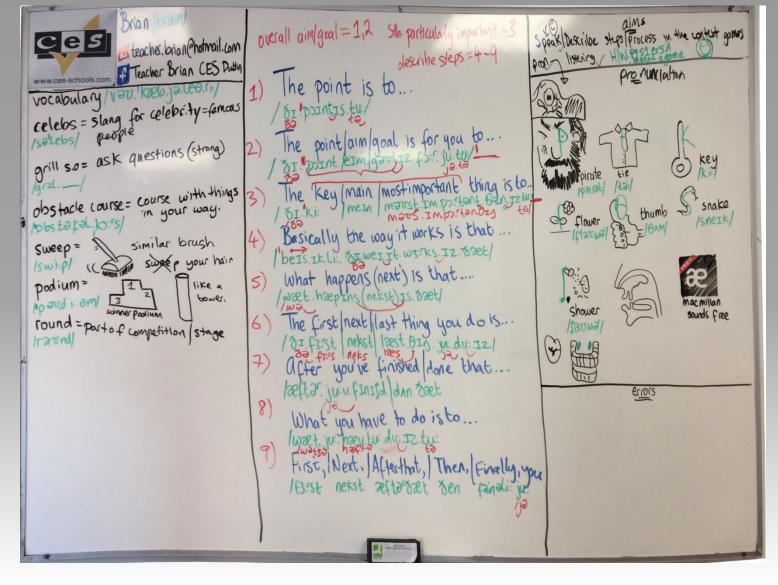
- What language?
- Blocking language?
- Phonetics?
- How is language said?
- Now you're prepared!

- 1. Learner outcomes?
- 2. What language?
- 3. Blocking language?
- 4. Phonetics?
- 5. How is language said?
- 6. Now you're prepared!
- 7. Use language in class!

Where can I write this on the board?

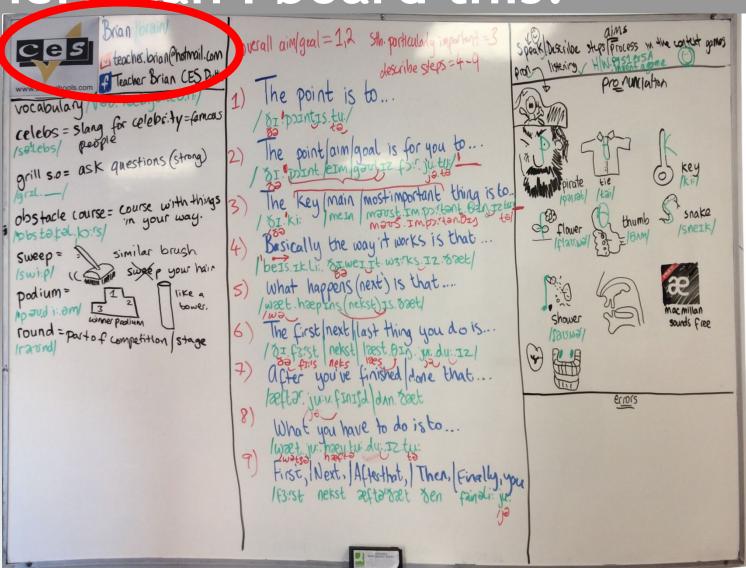
Where can I board this?

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Where can I board this?

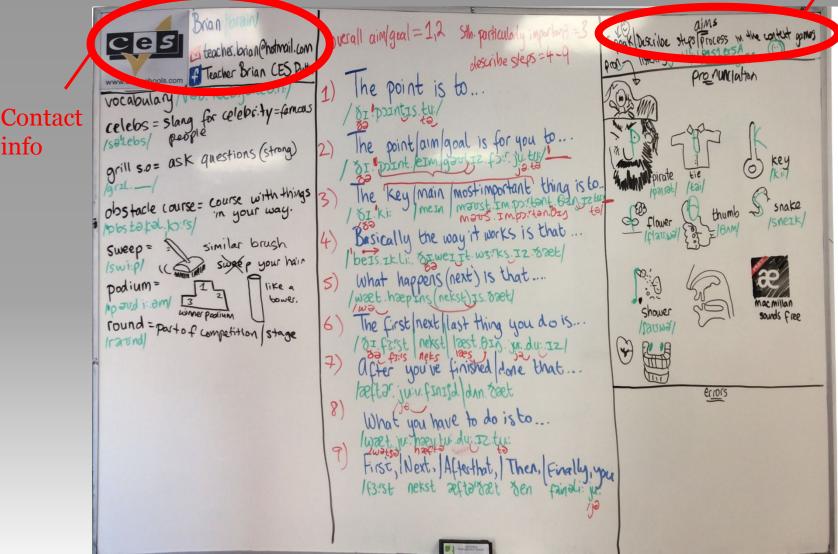
Contact info



info

Where can I board this?

Lesson aims



vocabul

Sweep = =

Lesson aims

verall aim/geal = 1,2 5th particularly impor

læfter juin finisal dan sæt

What you have to do is to ...

The point is to ...

Where can I board this?

Brian Bran

celes = slang for celebraty=famous

ill s.o = ask questions (struct)

obstacle course = course with this bostatel. Kirs/

round = part of competition | stage

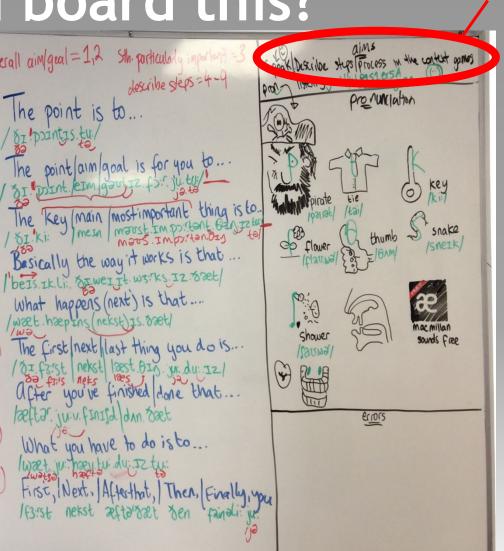
teacher. brian (Photmail.com

Teacher Brian CES Dun

similar brugh

sweep your hair

like a bower.

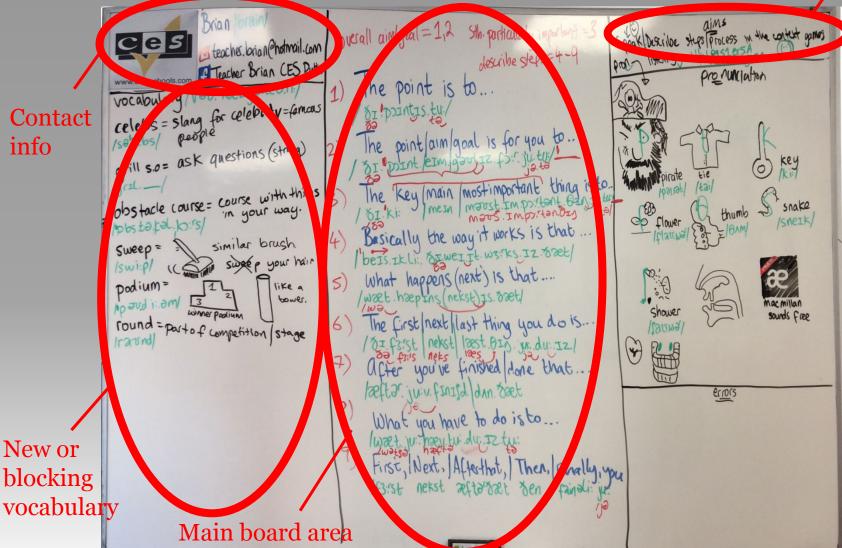


Contact info

New or blocking vocabulary

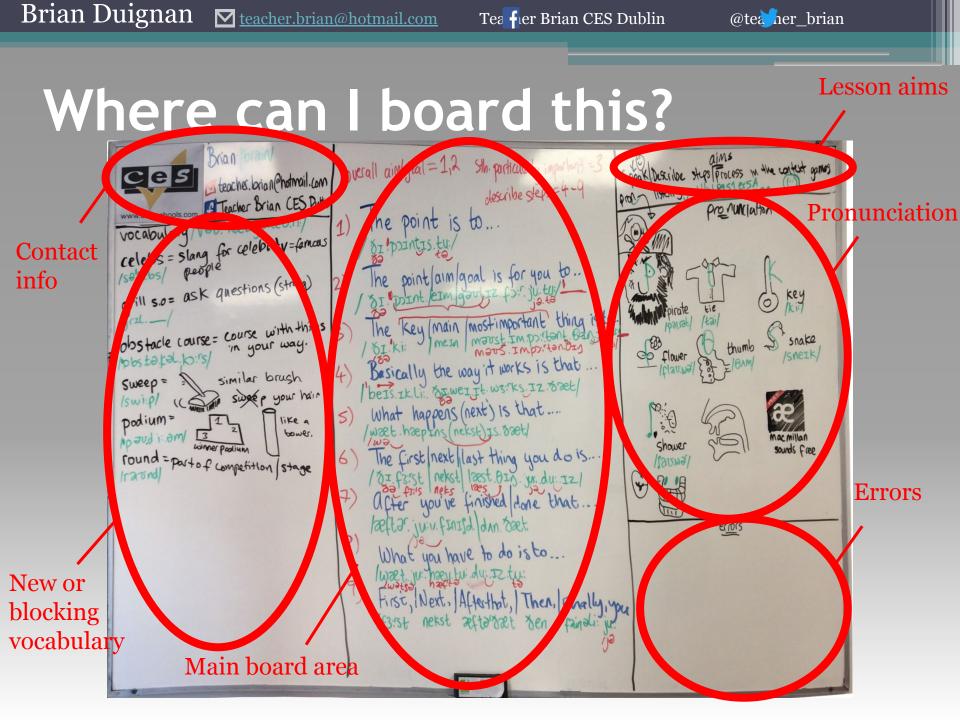
Where can I board this?

Lesson aims



New or blocking vocabulary

Main board area



What else can I do to practice/ integrate pronunciation?

What else can I do to practice/ integrate pronunciation?

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- Spelling quiz
- Minimal pairs
- Tongue twisters
- Phoneme Bingo
- Phoneme Chains

Names – /brain/

Spelling Quiz

- Names /brain/
- Objects /'teɪ.bəl/

Spelling Quiz

- Names /brain/
- Objects /'teɪ.bəl/
- Places /ˈdʊb.lɪn/

Spelling Quiz

Names – /brain/ = Brian

- Objects /'tei.bəl/ = Table
- Places /ˈdʊb.lɪn/ = Dublin

Minimal Pairs /i:/ and /1/

Say & record	Listen & write	Listen & write	Listen & write
Sheep	f	f	f
Lick	0	0	0
Cheek	l		l
Peel	d	d	d
Ship	•	•	•
Leak	•	•	•
chick	•	•	•
Pill	•	•	

Tongue Twisters /i:/ and /i/

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sheep lick cheek ship leak chick peel pill

- Cheeky sheep lick chicks on leaky ships
- Chicks peel leaks on the ship for sheep
- The sheep and the chick lick leaks, peels and pills

Phoneme Bingo

i:	æ	I
۸	ឋ	ວ:
Ð	D	a:

e	٨	ឋ
а	I	Э:
a:	3:	Ð

æ	I	۸
e	i:	υ
ə	u:	ວ:

Э	u:	i:
a:	3:	e
I	၁:	а

3: - bird

ð - computer

a: - car

I - fish

p - clock

o: - horse

ช - bull

Λ - up

æ - cat

i: - tree

u: - boot

e -egg

Phoneme chain

You hear	You say
<u>start</u>	/e/
/a/	/ɔ:/
/1/	/u:/

You hear	You say
/u:/	/æ/
/ɔ:/	/^/
/i:/	/1/

You hear	You say
/æ/	/a/
/e/	/i:/
/^/	<u>finish</u>

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