Pronunciation Activities for an ESL Reading Class

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Agenda

- Overview
  - Background Research
- Activities
  - Materials
  - Vocabulary Activities
  - Fluency Activities
Overview

- Kindra Santamaria & Kurk Gayle (French)
- Catherine Walter (French)

- L1 literate learners of an L2
- pronunciation-based vs. skills-based
  - **Skills-Based:** previewing, skimming, scanning, predicting, making inferences, characterization, summarizing, etc.

Overview

What is the goal of reading?

For our readers to...

- **comprehend**
- have knowledge of **decoding** strategies
- **employ** those strategies (fluently) while reading

How do we help students achieve this goal of comprehension?

- Teach strategies that facilitate fluent **decoding** at the **WORD** level
- Break the information/text down into smaller chunks to make it easier for the students to comprehend


The Foundation for Reading English; The Essential Framework of Explicit, Intensive Reading Strategies
Activities

Tools & Materials, Vocabulary, & Fluency
Materials for Activities

- lollipops
- bells
- mirrors
- large magnifying glass (for teacher)
- document camera
- kazoos
- marker
- rubber bands
- HANDS! → clapping or tapping
Activities

- **Word Level Activities**
  - Why is vocabulary first?
    - Because in order to build reading fluency, students must build fluency in **decoding a word** and “**knowing**” a word.
  - **What does it take to know a word?**
    - polysemy (multiple meanings); denotation vs. connotation; spelling and pronunciation; part of speech; frequency; register; collocation, etc.

- **Fluency Building Activities**
  - Fluency building activities follow vocabulary activities because once students improve word decoding skills, their reading fluency automatically improves.
Word-Level Activities

The following are encoding, phonemic awareness, and decoding activities.
Odd One Out!

- Three words have the same sound (vowel or consonant sound), stress, or number of syllables. One word is different.
- Students must choose the word that is different.
- Have students compete against each other and win a point or a prize for the correct answer.
- Afterward, students can practice pronouncing the words with **kazoos** or **rubber bands**.
Odd One Out!

**Vowels**

- attribute
- indolence
- **vital**
- immense

**Consonants**

- character
- catch
- charming
- **approach**

**Syllables**

- indolence
- anguish
- anguished
- **allowed**
- seldom

**Stress**

- anguish
- impulse
- echo
- **prestige**
- **approach**
The Layered Book

- Students work together in pairs to create a layered book.
- At the top of each page of the book students write two words that either have the same or different sounds, syllables, or stress.
- Underneath the two words (in the middle of the page), students write the answer: same or different.
- They can quiz each other then using the books.

**NOTE:** In order to recycle and review vocabulary words, teacher can provide students with sets of words from different chapters in a story.
The Layered Book

dream vs. steam

same

Vowels

Consonants

Syllables

Stress

dream vs. steam

treasure vs. lean

bow vs. knowledge

shove vs. serious

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Origami Square

AKA:
1. Cootie catcher
2. Fortune teller
3. Chatterbox
4. Salt cellar
5. Whirlybird
6. Hexaflexagon
7. Snapdragon
8. Pakupaku (Japan)
Instructions:
1. 4 words; varying syllables; with the same consonant or vowel sound
2. 4 words; varying syllables; sounds: 3 same, 1 different
3. 4 words; varying syllables; sounds: 3 same, 1 different
4. 8 questions: either same question or different questions for each word.

Benefits:
1. Helps kinesthetic learners.
2. Students count syllables and practice pronunciation as they choose.
3. Students “notice” common sounds with different graphemes.
4. Reinforces vocabulary.
5. .... and more!
Chinese Checkers

- 2 or 3 students per game board
- Each student has 3 place markers or tokens.
- Give each team one prefix dice and one suffix dice.
- Students choose one person to start.
- Student A rolls both dice.
- Student A notes the prefix and suffix he or she rolled.
- Student A looks at the words next to his/her place marker. If Student A can add **BOTH** the prefix and the suffix to any one of the words, he/she gets **2 points** and he/she moves one marker to that word while stating the word with the prefix and suffix added. If Student A can only add the prefix (or the suffix), he or she receives **1 point** and moves his/her place marker to that word. If Student A can add **neither** the prefix **nor** the suffix to a word, he/she passes the dice to Student B.

**TWO GAME WINNERS:**
- Winner #1: moves all place markers to the “home base” first
- Winner #2: receives the highest number of points in the game
Chinese Checkers

The Chinese Checkerboard image is a borrowed image from an unknown author.
1. Print this page.
2. Cut along the edges and then decorate.
3. Fold along the inside lines and form a cube. Glue the flaps into place.

Make a cube
In-  
Mis-  
Pre-  
Un-  
Dis-  
Re-  

1. Print this page.
2. Cut along the edges and then decorate.
3. Fold along the inside lines and form a cube. Glue the flaps into place.

Make a Cube
The Accordion

- Fold the paper lengthwise (dividing the paper into two or three columns)
- Fold the paper several times widthwise (to make squares or boxes)
- Use multi-syllabic words with prefixes and suffixes.
- Write one syllable in each square.
- Cover the prefixes and suffixes with a sticky note so only the base form of the word is visible.
- Students test each other; stating the base word, then guessing the prefixes and suffixes that can be added. Students also state the part of speech of each word form.
- Take off the sticky note if the student guesses correctly.
The Accordion
Syllables, Prefixes, Suffixes, Word Forms
The next activity can be done for homework or in class.
If done in class, teacher should limit the number of words students need to categorize.
Teacher gives chart to students.
Students work with a partner to categorize vocabulary words by (1) part of speech (based on how the word is used in the story), (2) syllables, and (3) word stress.

SEE EXAMPLE ON THE NEXT SLIDE
Syllable, Stress, POS!

<table>
<thead>
<tr>
<th>Word Stress</th>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Idiom or Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>defy</td>
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<tr>
<td></td>
<td>agitate</td>
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<td></td>
<td>disposition</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>vocabulary</td>
<td></td>
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</tbody>
</table>

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...another variation of the previous activity (using word forms).

1. Teenagers often ______ v.____ their parents’ rules. Sometimes their ______ adj._____ behavior gets them into trouble. If they show ______ n._____ to police officers, however, they would surely be thrown in jail for behaving ______ adv._____.

2. Tony was overcome with ______ n.______ after he heard that his brother received a car for his birthday. Upon hearing the news, he got up ______ adv._____ from the table and began to ______ v.______ his sister. His sister became so ______ adj._____ that she ran to her parents and complained to them about Tony.

3. The ______ n.____ of the candle provided enough light for Sarah to read. The shadows made from the ______ adj.____ candle flickered on the walls and ceiling. After finishing the book, Sarah recounted the story to her best friend. She spoke ______ adv._____ of the author. As Sarah’s best friend listened, her eyes ______ v._____ with interest.
Written Backward Build up

1. Divide the class into 3 or more teams.
2. Teacher provides a vocabulary word to the class or class chooses a word.
3. Each team has a turn to add a word either before or after the vocabulary word (with the objective of building a complete and grammatically correct sentence). Teacher should time this part otherwise teams might take a long time. Students should use other vocabulary words in the sentence. They can earn **2 points for vocabulary words**.
4. Teams earn **ONE** point for all other words. If it is not grammatically correct, no point.
5. Teacher writes the words on the board until the sentence is complete. (**NOTE:** use a different colored marker for each team)
   - One team may decide to finish the sentence at any point. If they want to end the sentence, they give their final word for that “end” of the sentence and say “period.”
   - Teacher can (and maybe should) limit the sentence to a number of words or less. For example: the sentence must be **20 words or less** (this includes pronouns, articles, prepositions, etc.)
   - **PRONUNCIATION ASPECT:** For added points, winning team must pronounce the sentence correctly (using the correct sentence stress and rhythm).
Written Backward Buildup

He has a joyous disposition.

has a joyous disposition.

a joyous disposition.
Written Backward Buildup

He plays a vital role in the film.

plays a vital role in the film.

a vital role in the film.

a vital role in the film.

vital role

a vital role

a vital role

a vital role
Fluency

The following activities are focused on reading fluency.
Oral Backward Buildup

- Teacher chooses one paragraph from a story or novel the students are reading in class.
- First, students repeat after the teacher (one or two sentences). Teacher says last word of the sentence, then second to last word + last word, then third to last word, second to last word, + last word, and so on until the paragraph is complete.
- Students then try a different sentence or set of sentences with a partner. They read together (chorally) with their partner.
- Teacher can have students record the reading after they practice.
- Students feel more confident after practicing this activity.

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Oral Backward Buildup

“I know,” she said in her vibrant, gracious voice, “that you are all concerned. That you feel I have made a mistake.”

She smiled. The community, relieved from its discomfort very slightly by her benign statement, seemed to breathe more easily. It was very silent. Jonas looked up.

“I have caused you anxiety,” she said. “I apologize to my community.” Her voice flowed over the assembled crowd. “We accept your apology,” they all uttered in unison.
Teacher: Unstressed Dictation

1. Teacher creates an information gap activity, deleting all of the “unstressed” words in a paragraph.
2. Teacher dictates paragraph 2-3 times while students write in the unstressed words.
   - **NOTE:** there may be one, two, or three unstressed words per blank. Teacher does not tell students how many words per blank.
3. Students compare answers with a partner.
4. Teacher chooses a student (who thinks he/she got 100%) to read the paragraph back – without any mistakes.
5. If the student is wrong, teacher asks another student to read the paragraph back.
6. Students/class check any mistakes.

The Kiss (Unstress Dictation)

#1. __________ still quite light __________ doors, __________ inside __________
curtains drawn ________________ smoldering fire sending ________________ dim,
uncertain glow, __________ room __________ full __________ deep shadows.
PART I
1. Choose 2 paragraphs from the reading.
2. Divide the class in ½ (Group A and Group B)
3. Give Group A one paragraph and Group B the other paragraph.
4. Assign partners within group (or assign small groups)
5. Students work together to mark up the paragraph with stress, linking, and rhythm groups.
PART II

1. After students practice reading the paragraphs together with their partners or in small groups, match one student from **Group A** to one student to **Group B**.

2. **Student A** reads the paragraph at a normal rate while **Student B** writes the unstressed words he/she hears.

3. **Student A** checks dictation and assigns points.

She was very handsome, with a certain fine, rich coloring that belongs to the healthy brune type. She was quite composed, as she idly stroked the satiny coat of the cat that lay curled in her lap, and she occasionally sent a slow glance into the shadow where her companion sat. They were talking low, of indifferent things which plainly were not the things that occupied their thoughts.
PART II

1. After students practice reading the paragraphs together with their partners or in small groups, match one student from **Group A** to one student to **Group B**.

2. **Student A** reads the paragraph at a normal rate while **Student B** writes the unstressed words he/she hears.

3. **Student A** checks dictation and assigns points.

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B. During one of the pauses between their talk of the last tea and the next reception the door opened and a young man entered whom Brantain knew quite well. The girl turned her face toward him. A stride or two brought him to her side, and bending over her chair—before she could suspect his intention, for she did not realize that he had not seen her visitor—he pressed an ardent, lingering kiss upon her lips.

_____________ very handsome, _______________ certain fine, rich coloring __________ belongs ___________ healthy brune type.

_____________ quite composed, ___________ idly stroked _________ satiny coat __________ cat _________ lay curled _________ lap, __________ occasionally sent _________ slow glance _________ shadow where _________ companion sat. ____________ talking low, _________ indifferent things _________ plainly _________ not _________ things _________ occupied _________ thoughts.
Sentence Stress Matching

1. **EASY PART:** After practicing with pronunciation mark-ups (sentence stress, linking, and rhythm groups), students try to match a set of sentences to a given stress pattern.

2. **CHALLENGING PART:** After matching the sentences, then they try to say the sentences *without the teacher’s assistance*.

3. Finally, the teacher divides class into 2 teams. One student competes against a student on the other team to say the sentence with the correct sentence stress and rhythm groups.

Sentence Stress Matching

The Kiss – Sentence Stress

**Instructions.** Look at the stress pattern and rhythm groups on the left and match the stress pattern to the correct sentence on the right. Then practice reading each sentence with the correct stress pattern.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th>A quick blush suffused her face and round polished throat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mr. Harvy is an intimate friend of long standing.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>They walked slowly to the very end of it.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I came in with your brother, as I often do.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Well, she had Brantain and his million left.</td>
</tr>
</tbody>
</table>
“Tongue Twister” Adaptation

- This activity was originally introduced in an article by Gordon Scruton. I adapted the original for this presentation. Instead of using tongue twisters, just use sentences from the stories.

- **Introduction**
  - Teacher states a part of a sentence. Students repeat that part. Teacher calls on individual students to repeat it.
  - Teacher adds the rest of the sentence and again asks students to repeat the entire sentence.

- **Silent Reflection**
  - Teacher silently mouths the words to the class, focusing on correct “mouthing” or muscle movement. Students can use MIRRORS here to analyze mouth movement/differences.
  - Teacher and class notice and talk about differences in mouth movement.

- **Written Comprehension**
  - Students write the sentence they have been practicing in their notebooks.
  - Notice the difference in pronunciation and writing.
  - Discuss the differences that appear between the spoken word and the written word.
  - Students write or correct sentence.

“Tongue Twister” Adaptation

- Listen & Repeat Aloud
- Watch & Move Your Mouth
  - Look in the mirror and notice the differences
- Write the sentence down on paper
- Compare your sentence to your partner
- What is the correct sentence?
  - Il fait un froid de canard ici en hiver.
any questions?
Thank you