4 Quick Ways to Teach Pronunciation in K-12 ELD

Jeff Mattison & Marsha Chan
Coordinators of CATESOL Teaching of Pronunciation Interest Group
Agenda

1. The problem
2. A typical ELD teacher
3. The experts
4. The solutions
   a. Word level - The Color Vowel Chart
   b. Phrase level - chunking practice
   c. Sentence level - tactile stress
   d. Question forming - hand gliding
5. The next step you can take
The Problem

Dedicated ELD in California K-12 Schools

- Time is limited
- Standards are many, with differentiated features for three levels
- No standard includes pronunciation
- Oral language assessed on ELPAC Speaking interview

While students can have speaking tasks, there are no standards that focus entirely on pronunciation for their speaking to be intelligible to evaluators.
A Typical ELD Teacher

Ms. Smith

- Teaches dedicated ELD at a suburban middle school
- Meets students for 1 hour daily classes
- Teaches students from five different language groups (Chinese, Spanish, Urdu, Arabic, and Tagalog)
- Has required CLAD certificate, but is accustomed to teaching ELA
The Experts

Dedicated ELD - Jeff Mattison

- 13 years in CA K-12 classrooms
- 3 years in international K-9 EFL
- Multiple & Single Subject (English) credentials
- MA TESOL degree

Pronunciation - Marsha Chan

- > 35 years in College, Adult, Univ
- 2 years in CA K-6 ESL
- Author of ESL pronunciation, oral communication, multi-skills ESP textbooks & media
- Owner, Sunburst Media
- Pronunciation Doctor on YouTube
Pronunciation instruction can be integrated just-in-time to existing ELD lessons
Color Vowel Chart

Key Word Version

The Color Vowel Chart

© K. Taylor & S. Thompson

www.colorvowelchart.org
Pronunciation on the Word Level

The Color Vowel Chart

- Uses common colors and objects with matching sound to teach
- Provides visuals enabling students establish dual coding to remember
- Eliminates need to teach IPA symbols or confusing long/short differences
- Provides a touch point for corrective instruction in the moment
Color Vowel Chart – Student Work

Students write learned vocabulary under the matching color vowel phrase:

WHITE TIE

- bias
- trial
- reliable
- deny
Color Vowel Chart
– Student Work

SILVER PIN

- mister
- integrate
- contribute
- distinct
- impulse
- vision
- witness
- convince
- indicate
- ability
- cognition
- symptom
- sufficiently

Silver Pin

Mister
integrate
distinct
contribute
impulse
sufficiently

Vision
convinced
indicate
ability
symptom
sufficiently

Witness
serve
ability
cognition
symptom
sufficiently
Color Vowel Chart: Essentials and Activities

Essentials

- Open Hand
- Underlining & categorizing
- Flooding

Activities

1. What color is your name?
2. Vowel discovery
3. Color Vowel Organizer
Hazards in the Living Room

STEP 1
With your group, write a list of useful vocabulary to talk about this picture.
## ‘Hazards in the living Room’ Vocabulary

<table>
<thead>
<tr>
<th>living room</th>
<th>coffee</th>
<th>dice</th>
<th>roll over</th>
<th>books</th>
</tr>
</thead>
<tbody>
<tr>
<td>side table</td>
<td>cup</td>
<td>sharp</td>
<td>fall</td>
<td>bookcase</td>
</tr>
<tr>
<td>lamp</td>
<td>table</td>
<td>small</td>
<td>baseball</td>
<td>shelf</td>
</tr>
<tr>
<td>pills</td>
<td>matches</td>
<td>pieces</td>
<td>bat</td>
<td>gun</td>
</tr>
<tr>
<td>medicine</td>
<td>candle</td>
<td>toys</td>
<td>swinging</td>
<td>shoot</td>
</tr>
<tr>
<td>cords</td>
<td>scissors</td>
<td>sofa</td>
<td>hit</td>
<td>kill</td>
</tr>
<tr>
<td>plugs</td>
<td>pencil</td>
<td>baby</td>
<td>trip</td>
<td>die</td>
</tr>
<tr>
<td>outlet</td>
<td>sharp</td>
<td>lying</td>
<td>dangerous</td>
<td>injure</td>
</tr>
</tbody>
</table>

### STEP 2
Categorize the words in the Color Vowel Organization Chart.
What patterns do you notice?

How could one teacher’s answers differ from another’s?
Pronunciation on the Phrase Level – Chunking

English speakers group words together in phrases that make sense as thought groups. Stress, intonation, and pausing are used to indicate the end of a phrase*.

Students do the following.

- Practice reading texts pre-marked for “chunked” phrases.
- Listen to paragraphs, stories, and longer passages with attention to identifying thought groups – language chunks – separated by very brief pauses
- Predict language chunks and mark texts for pauses.
- Prepare speeches, poetry, dialogs, story-reading from self-marked texts.

*Phrase by Phrase Pronunciation, p. 101, Marsha Chan, ©Sunburst Media
Examples of Everyday Chunking – Numbers

Telephone number

4089817436: 408-981-7436 ⇒ four oh eight / nine eight one / seven four three six

Credit card number

4621135624509567 ⇒ 4621-1356-2450-9567

Social security number

547907634 ⇒ 547-90-7634
Examples of everyday Chunking – Words

1. A. She gave me / a red dress.
   B. She gave / me a red / dress.

2. A. I’ll see / you Saturday afternoon.
   B. I’ll see you / Saturday afternoon.

3. A. Do you have to pay / at the door?
   B. Do you have / to pay at / the door?

4. 4. Mom and Dad are / going away.
    B. Mom and Dad / are going away.

5. A. My sister, who / is 17, is / graduating next month.
    B. My sister, / who is 17, / is graduating / next month.

Subject + Verb + Object / noun & its modifiers
Subject + Verb + Object / adverbial phrase
Q-word + Subj + modal + verb / prep phrase
Compound subject / predicate
Subj / NR rel clause / predicate / adv phrase

Phrase by Phrase Pronunciation, pp 101-102, Marsha Chan, ©Sunburst Media
An oak tree and a reed | grew side by side | on the rim of a river. |

From time to time | they spoke to each other, | but they weren't close friends. |

The mighty oak | thought he was far superior | to the humble reed, |

and, | from a great height, | looked down on him. |
One of the most influential families in American politics is the Kennedy family. John F. Kennedy, 35th President of the U.S., was the great-grandson of Patrick Kennedy, who came to America from Ireland in 1840. Patrick was a penniless farmer, who settled in Boston, Massachusetts, where many Irish had settled.
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Jade was standing still, as if frozen, outside Ms. Quinn’s wide-open office door. She turned her head mechanically as Danny approached. Her long, black hair hung down her back and over her shoulders. He saw that her eyes were glazed over from shock and the knuckles on her left hand were white where she held the phone in a death grip. On the floor around her feet were several sheets of white paper with her boot prints on them. Spilled coffee was on the papers and the carpet.
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Intonation - Use your hand to show pitch change

- Use your hand to demonstrate how the pitch moves as an utterance is spoken.
- Teacher moves right to left (mirror image) = Students see left to right.
- Basic: even → rising → falling → rise-falling
  
  Hi
  Hello
  Hi
  Hello
  Hi
  Hello

- Patterns:
  o Statement
  o Yes/No question
  o Information question
  o Contrastive stress

- It’s a book.
- Is it a book?
- What is it?
- It’s my book, not her book.

See Using your Hands to Teach Pronunciation, by Marsha Chan, ©Sunburst Media
Danny listened to Amber and wondered, What does she mean?

The coach is buying tests for his football team. Why is he doing that?

So that they could pass their academic classes and continue to play sports!

How is the coach getting the tests? Who is selling them? Is it Amber?

What does this have to do with Ms. Quinn’s murder?

Did she find out about this test-buying scheme?

Did the coach murder Ms. Quinn?

With a partner, consider phrasing, stress, and intonation. Use a hand to indicate pitch contour as you speak, and as a guide to students.
Using String to Show Intonation on Sentences

● Objectives
  ○ Build awareness of message in text and how to reflect it in speech
  ○ Tactile tool helps students visualize the pitch changes in the voice

● Materials needed:
  ○ Whiteboards, card stock, or paper
  ○ Thin markers
  ○ String
  ○ Sentence to analyze and mark

● Procedure
  ○ Place string horizontally, above the sentence
  ○ Adjust the height of the string, to match the changes in stress and intonation
Student examples

one of the landmarks in Zhejiang is Thousand Island Lake

N Seoul Tower is located on Namhansan Mountain in downtown Seoul.
Your turn to mark a sentence with string

With a partner, read the sentence on your card aloud. Place the string over the sentence to indicate intonation contours.

Is this what you were looking for?
Teaching of Pronunciation Interest Group Networking & Business Meeting 6:00-6:45

Right here in Avila A

Treats provided!
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Acknowledgements