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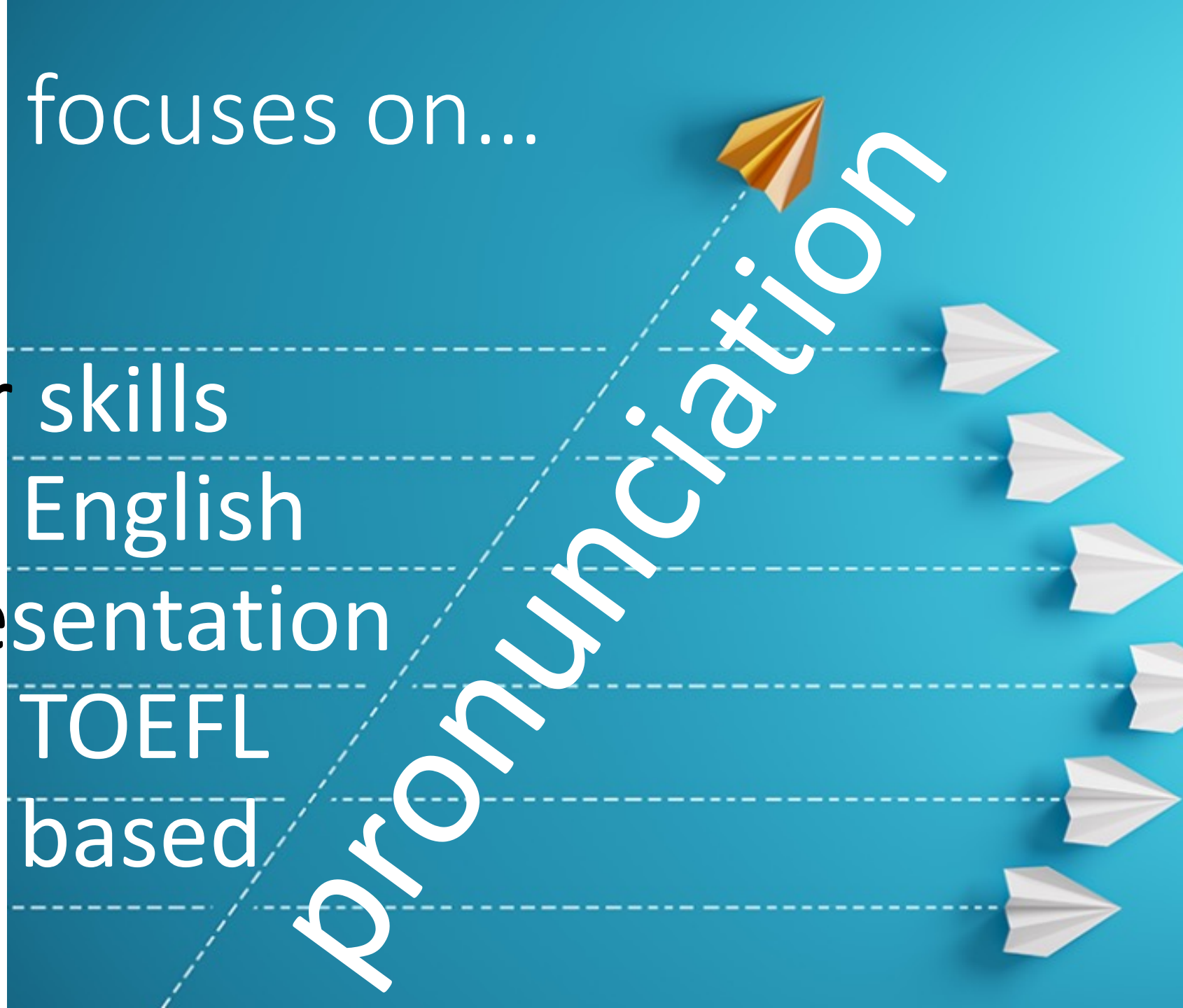
ENGLISH

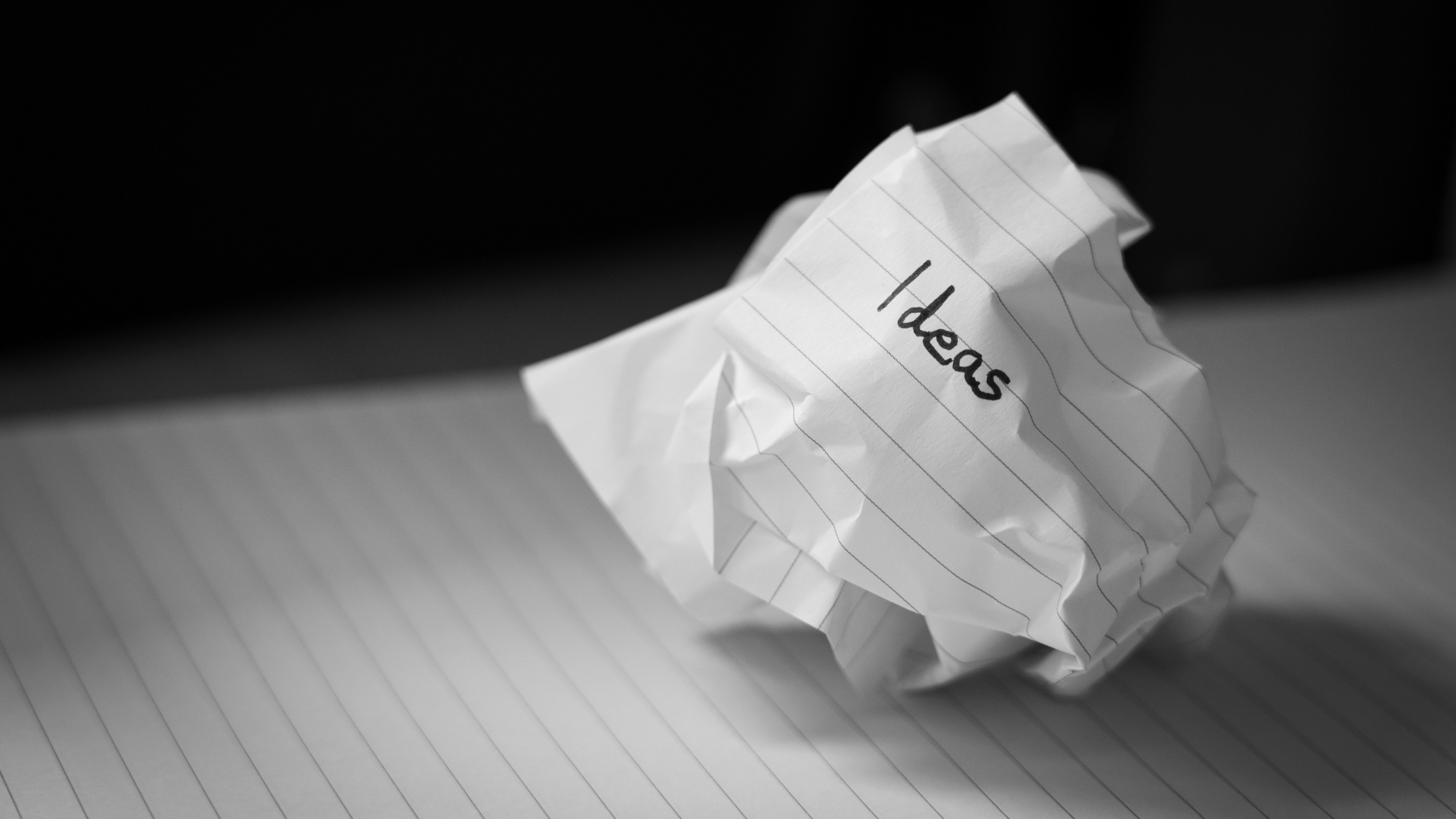
Timed-Pair-Practice

Getting you better understood

English course focuses on…

Four skills
Academic English
Presentation
TOEIC / TOEFL
Content based




Ideas

Improving Fluency & Pronunciation

Timed - Paired - Practice

How are you going to teach pronunciation?

- One of the most difficult skills in the learning and teaching of English language (Gilakjani, 2016)

- Teachers focus their limited time in the classroom on other aspects of second language acquisition such as grammar and vocabulary

Neglected and difficult to teach

Teachers have had no training and understandably lack confidence

No clear guidelines and are confronted with contradictory purposes

No well-established systematic way of deciding what to teach and when and how to do it

The number of controlled experimental studies on pronunciation teaching or learning is still remarkably small

How to address production and perception of English sounds?

Poor pronunciation is the main cause of communication breakdowns or misunderstandings in ELF interactions

(Deterding, 2013; Jenkins, 2000; Thir, 2016).

Give it a go

IELTS™

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence 1	Lexical resource 2	Grammatical range and accura 3	Pronunciation 4
9	• develops topics fully and appropriately	•	•	•
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligble

Fluency

Vocabulary

Grammar

Pronunciation

You need to get students conversing…

… independently

Concerns over misunderstandings which might occur due to differing expectations of explicitness (Matsumoto, 1988)

Awareness of the importance to maintain harmonious relationships within the class (Nisbett & Masuda, 2007)

Losing face or making mistakes in front of others (Kawamura, Kudo & Hail, 2006)

Standing out from others through speaking out and showing off their abilities (Brown, 2004)

Falling short of other's expectations (Kanagawa, Cross & Markus, 2001).

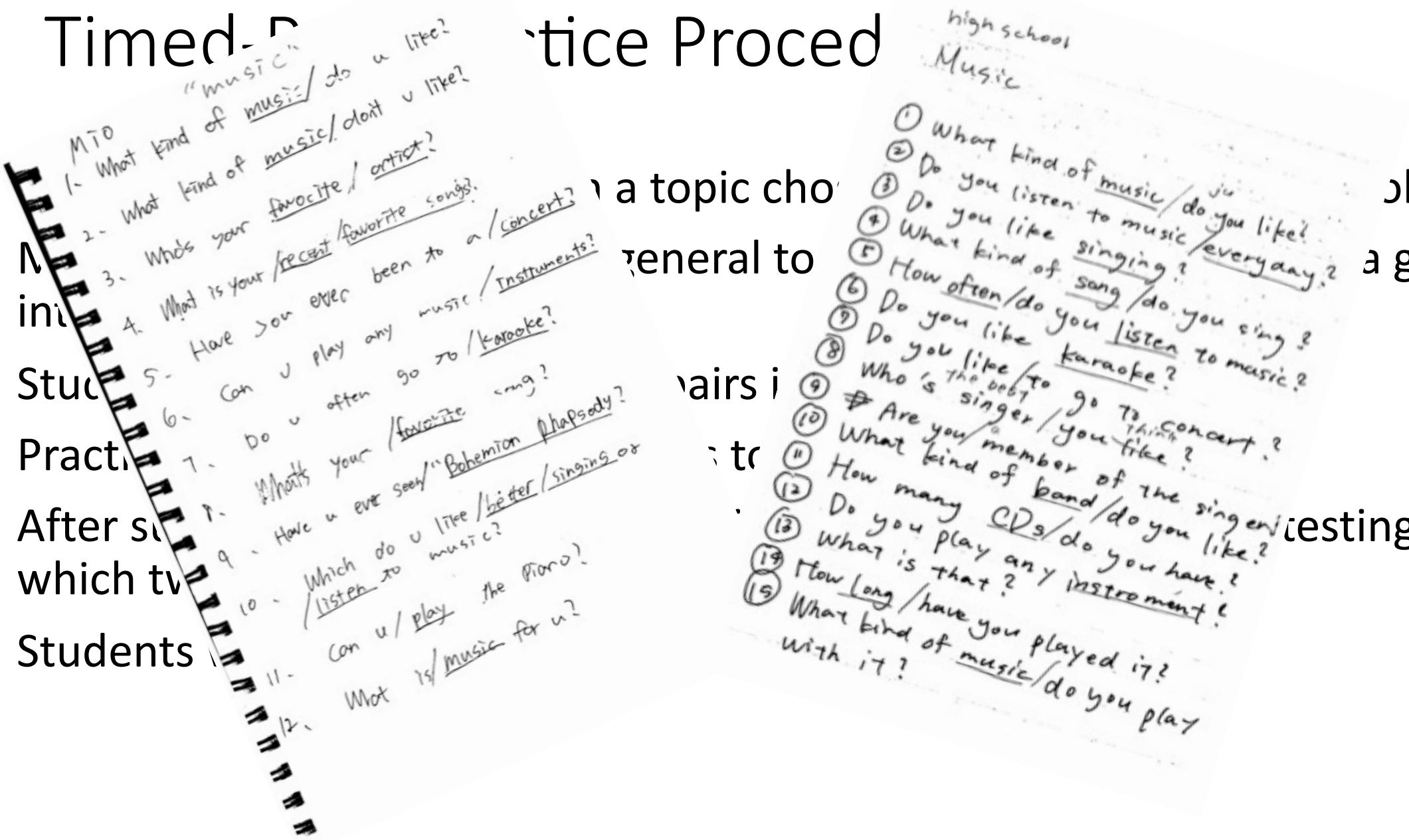
Need something to work with

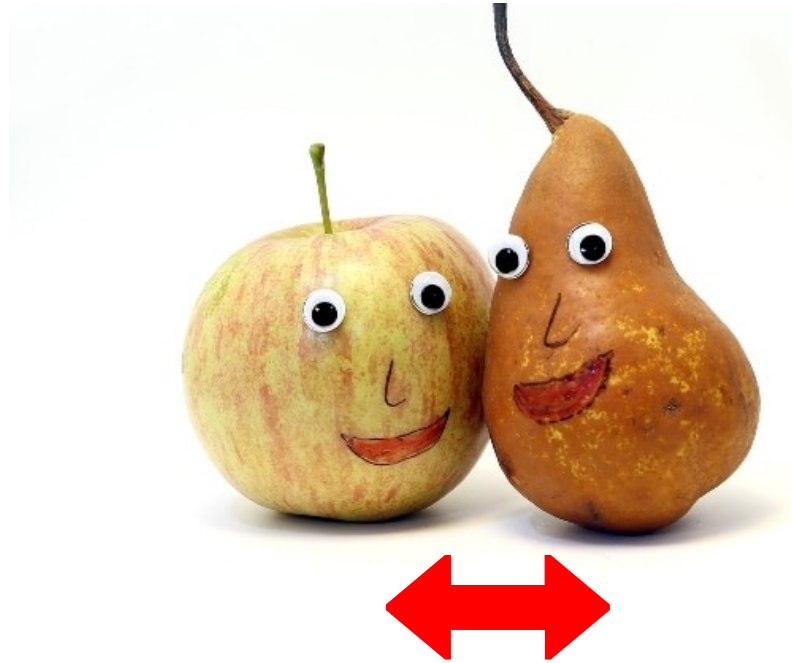
talk in English

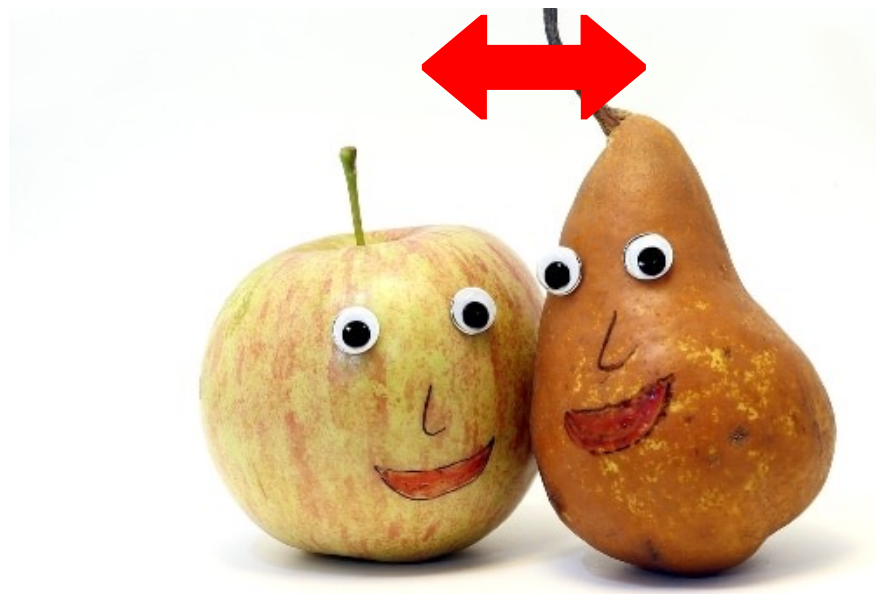
Reorientate

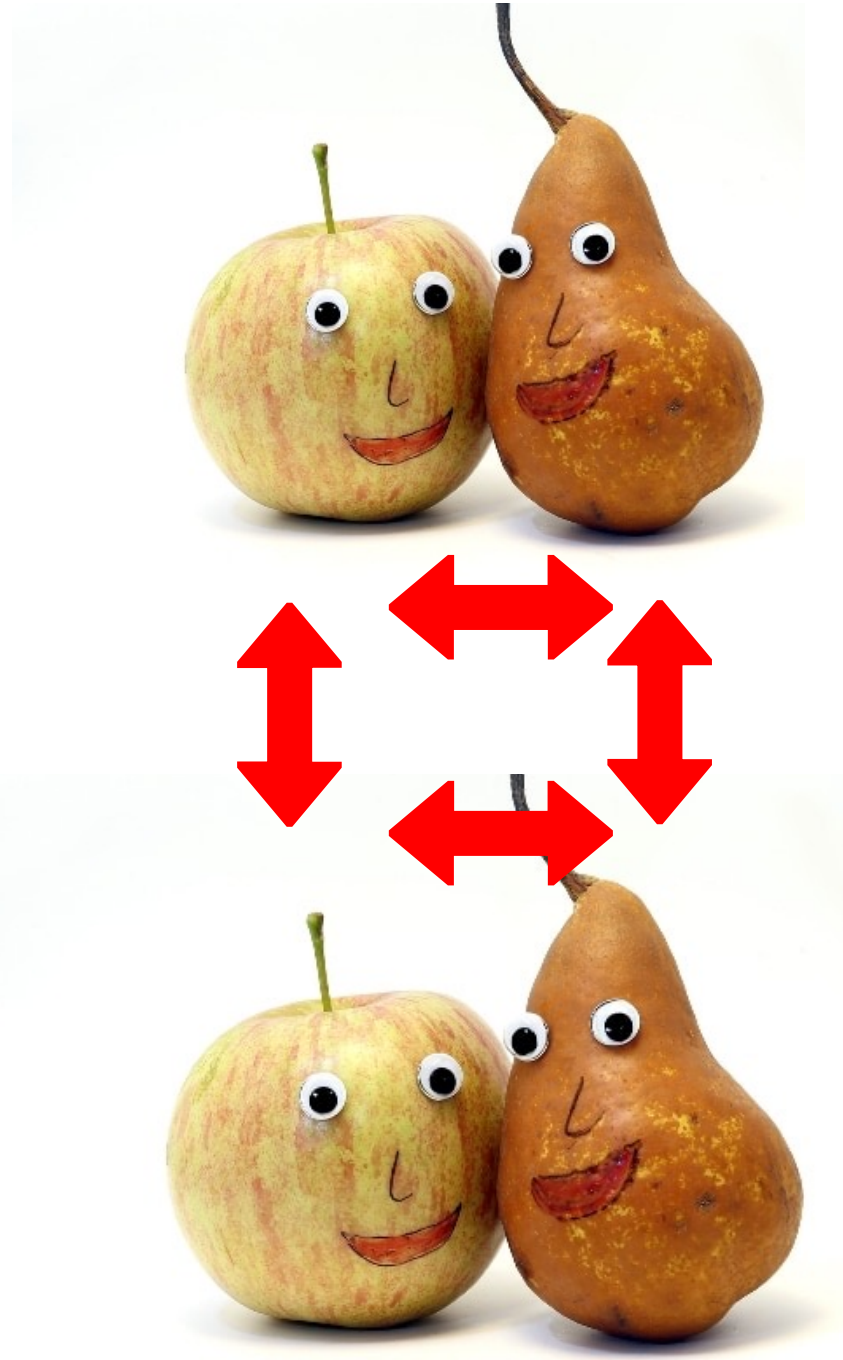
Timed-P tice Proced

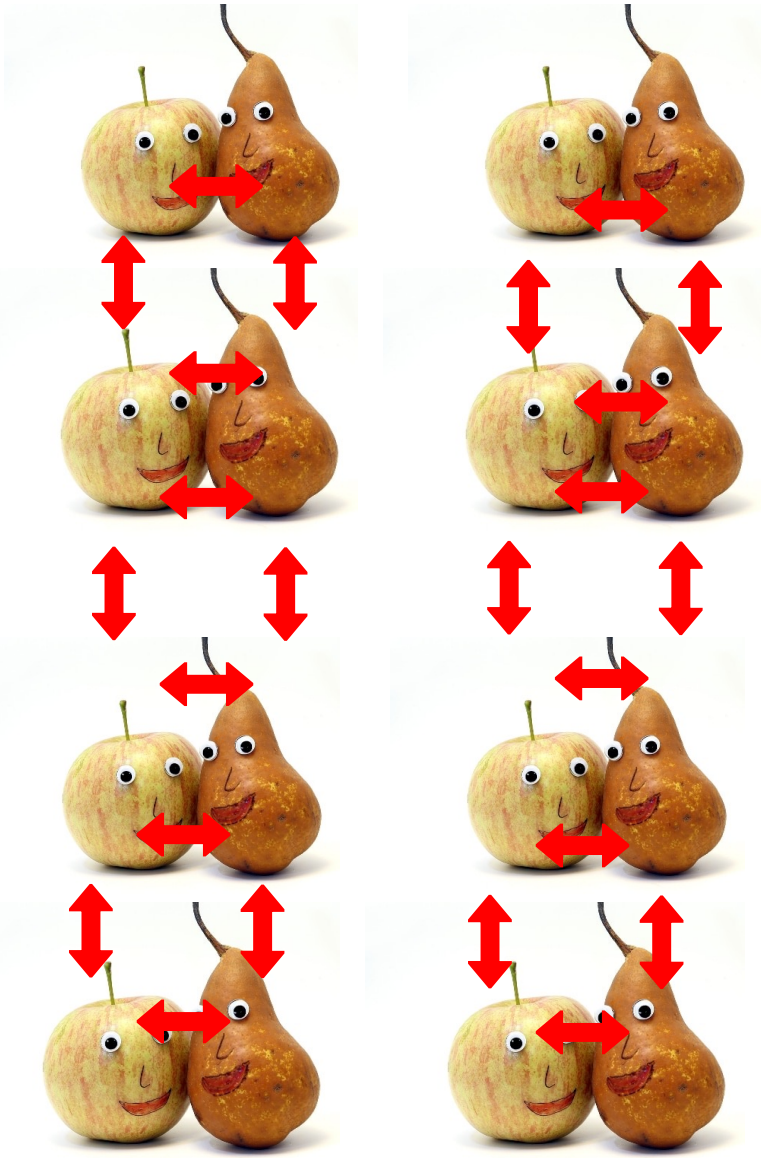
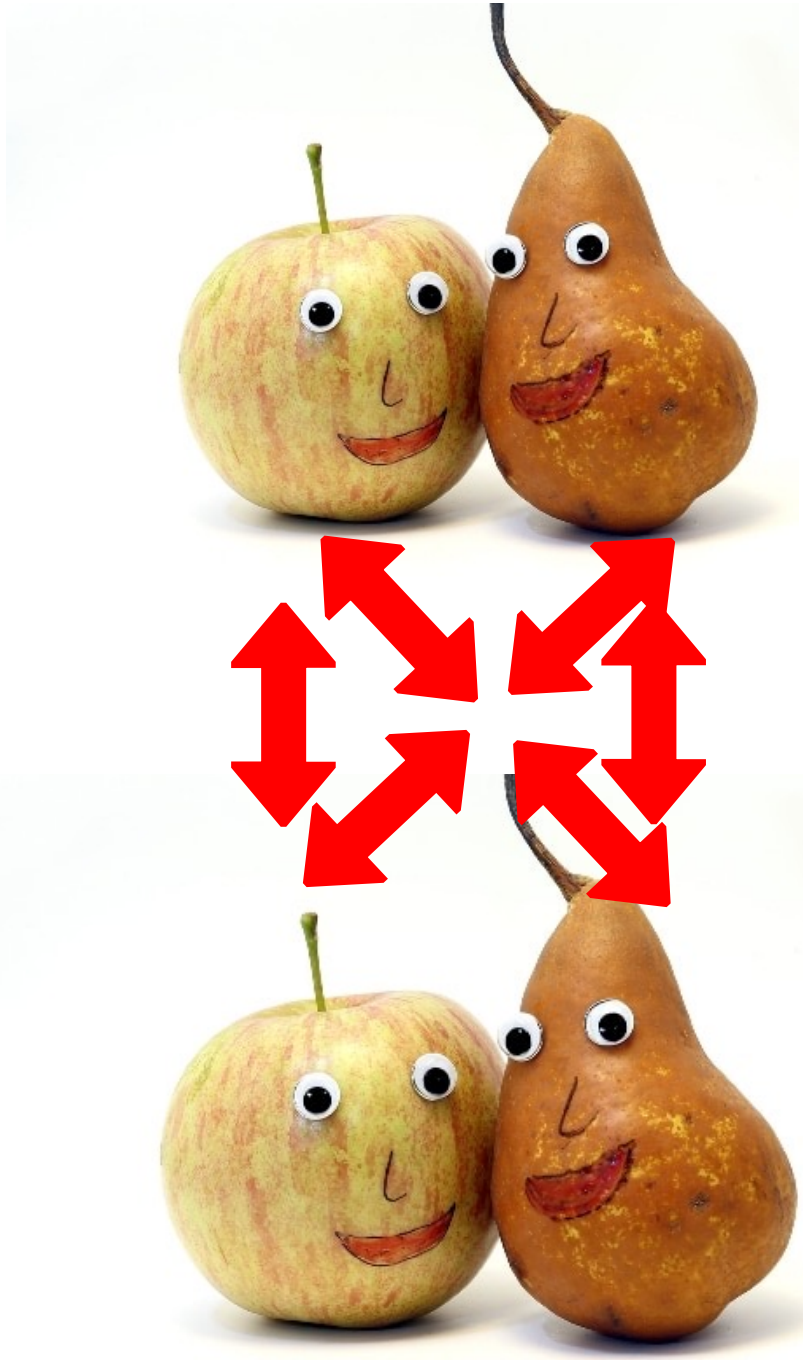
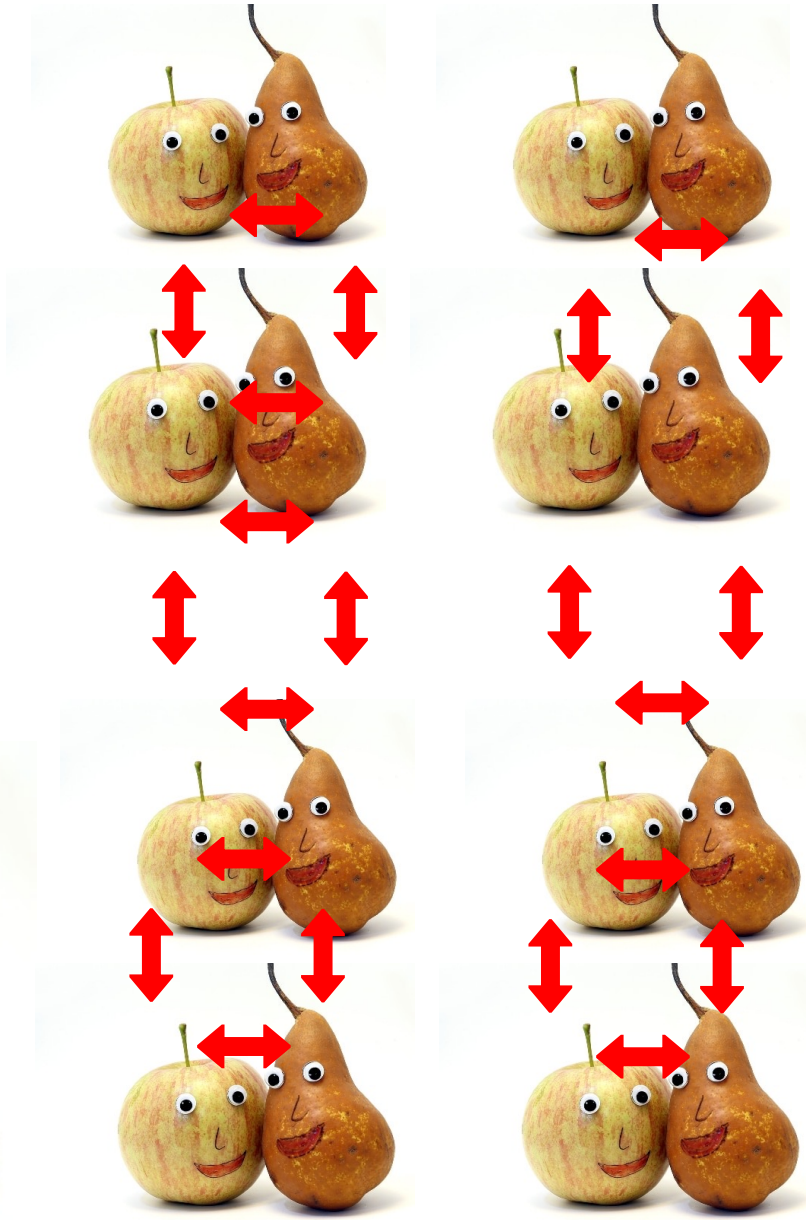
- a topic cho ok
- M eneral to a genuine int
- Stud airs i
- Pract to
- After s testing stage in which tw
- Students





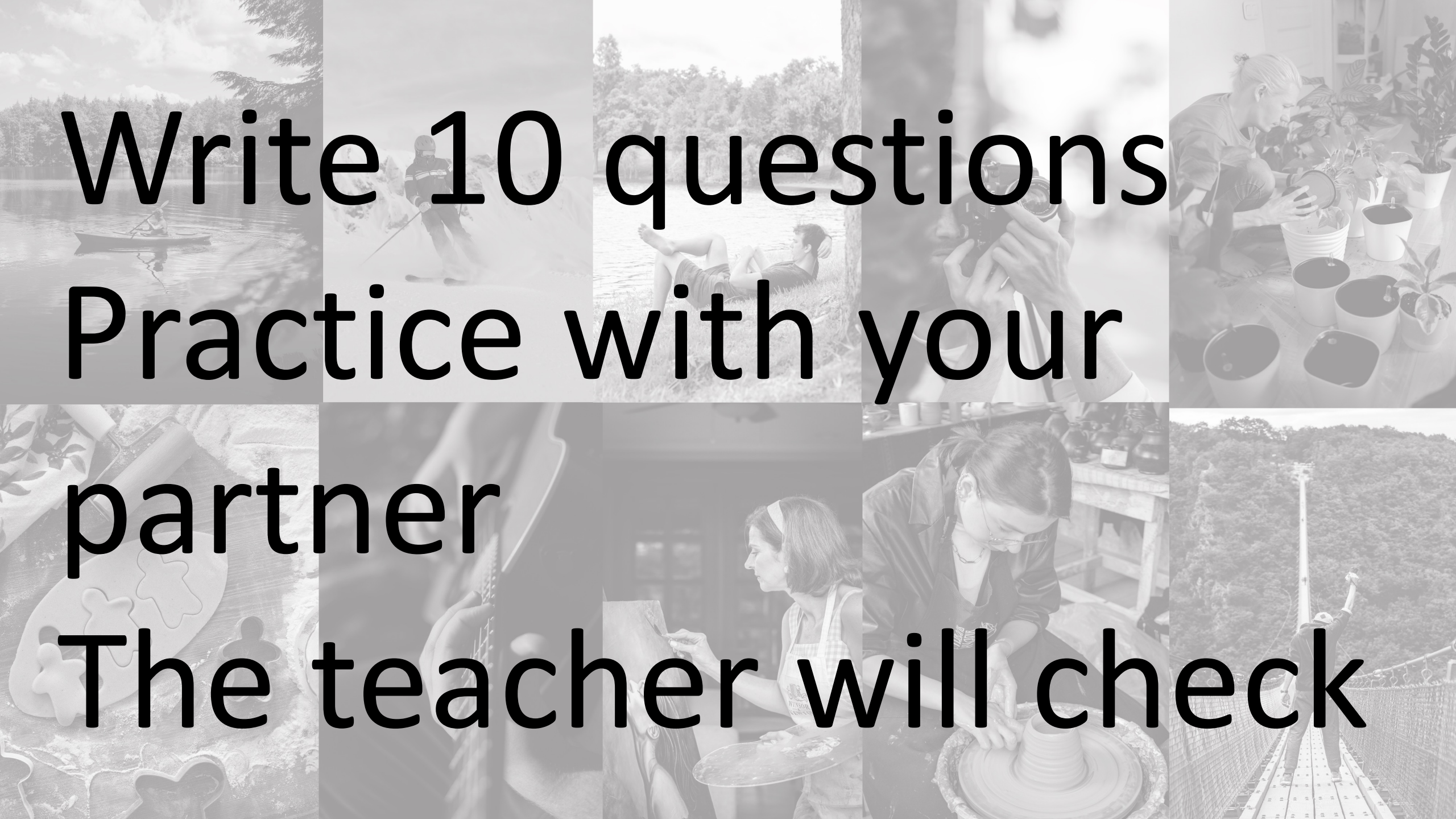




Nikon

Choose a
topic



Write 10 questions

Practice with your partner

The teacher will check

Try to get students to:

Create questions

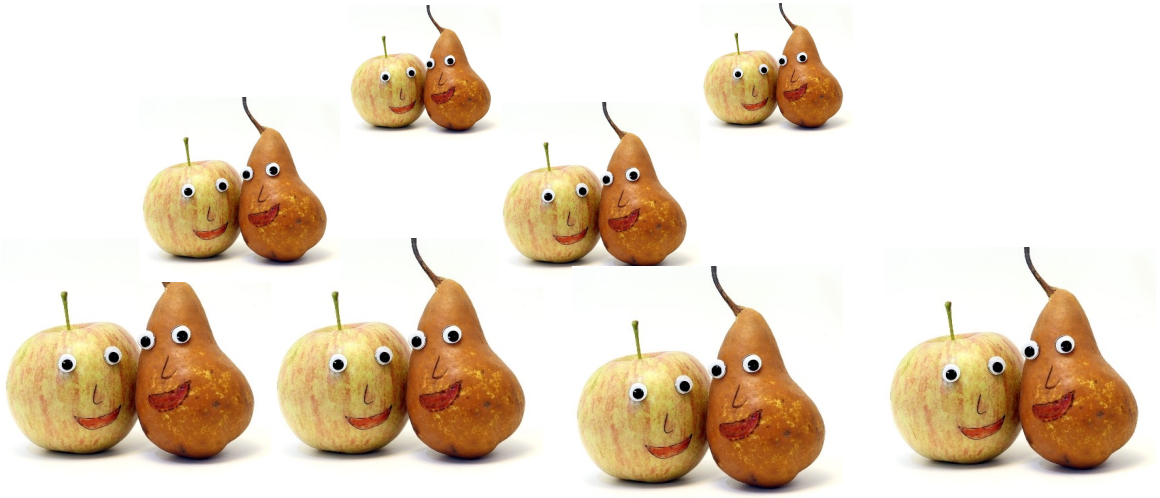
Stretch ideas

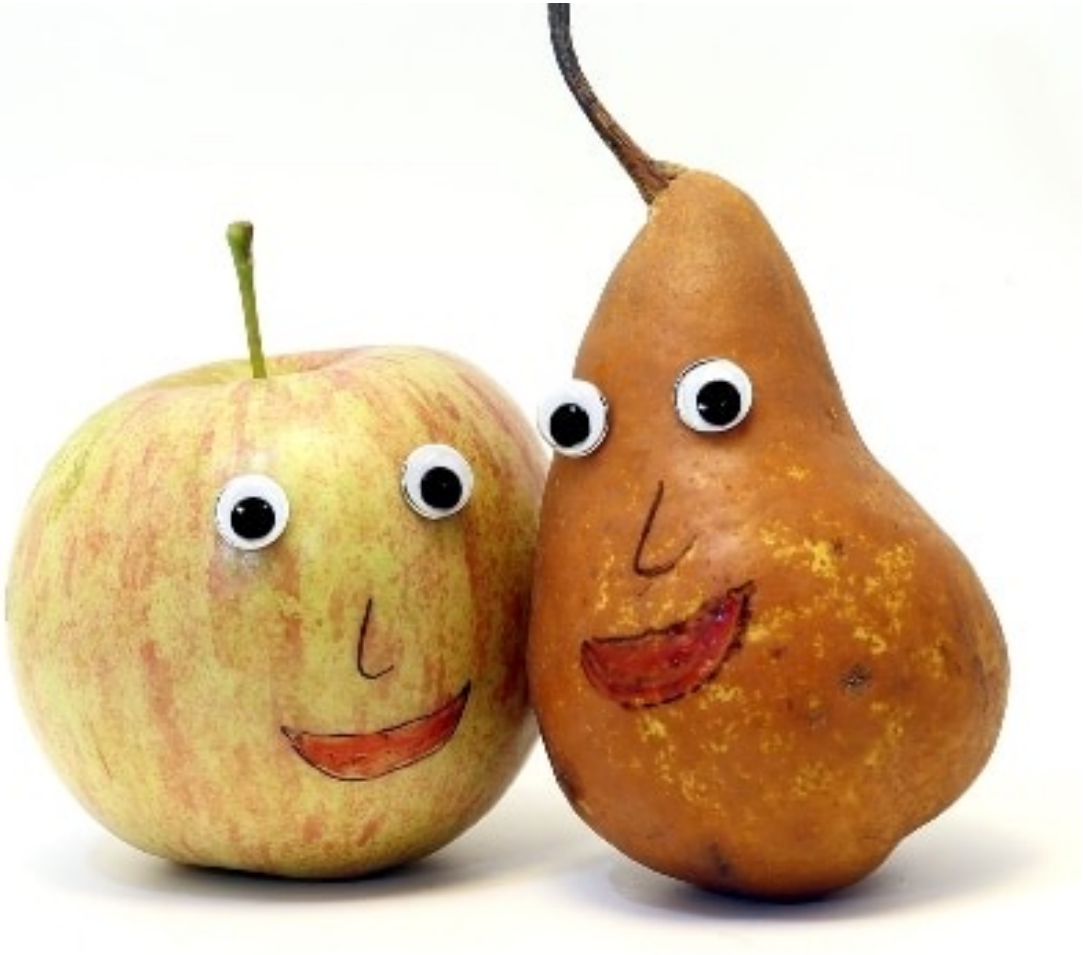
Engage in conversation

Lets observe one pair…

- The teacher will stop the conversation if:

- Pausing
- Grammatically incorrect
- Comprehension issue





- More attention placed on observing and producing language leads to better intelligibility and comprehensibility
- Students will be better equipped to converse in this second language and hopefully improve their proficiency
- Improves motivation, listening, speaking and confidence

Grammar issues
Build vocabulary
Disfluency on topic
Discover pronunciation issues
Focus on any of these aspects

EXPLORE

TPP

1. Raise awareness
2. Practice using it
3. Providing feedback

grammar

fluency

vocabulary

Teachers need to be on top of it

How to include **pronunciation practice** in the classroom

For pronunciation training:

- Students may be overwhelmed with other aspects of second language acquisition (Tavakoli et al., 2020)
- Not all learners can equally benefit from it: motivation (Marinova-Todd et al., 2000), exposure (Shively, 2008), attitude (Elliot, 1995), personality (Miller, 2003) and mother tongue (e.g. Avery & Ehrlich, 1992) all affect the effectiveness of the training sessions
- Effectiveness of training sessions will determine each student's conceptualizing of English sounds patterns (Gilakjan, 2011)
- Need to describe the auditory quality of sounds that makes sense for the learner to capitalize on

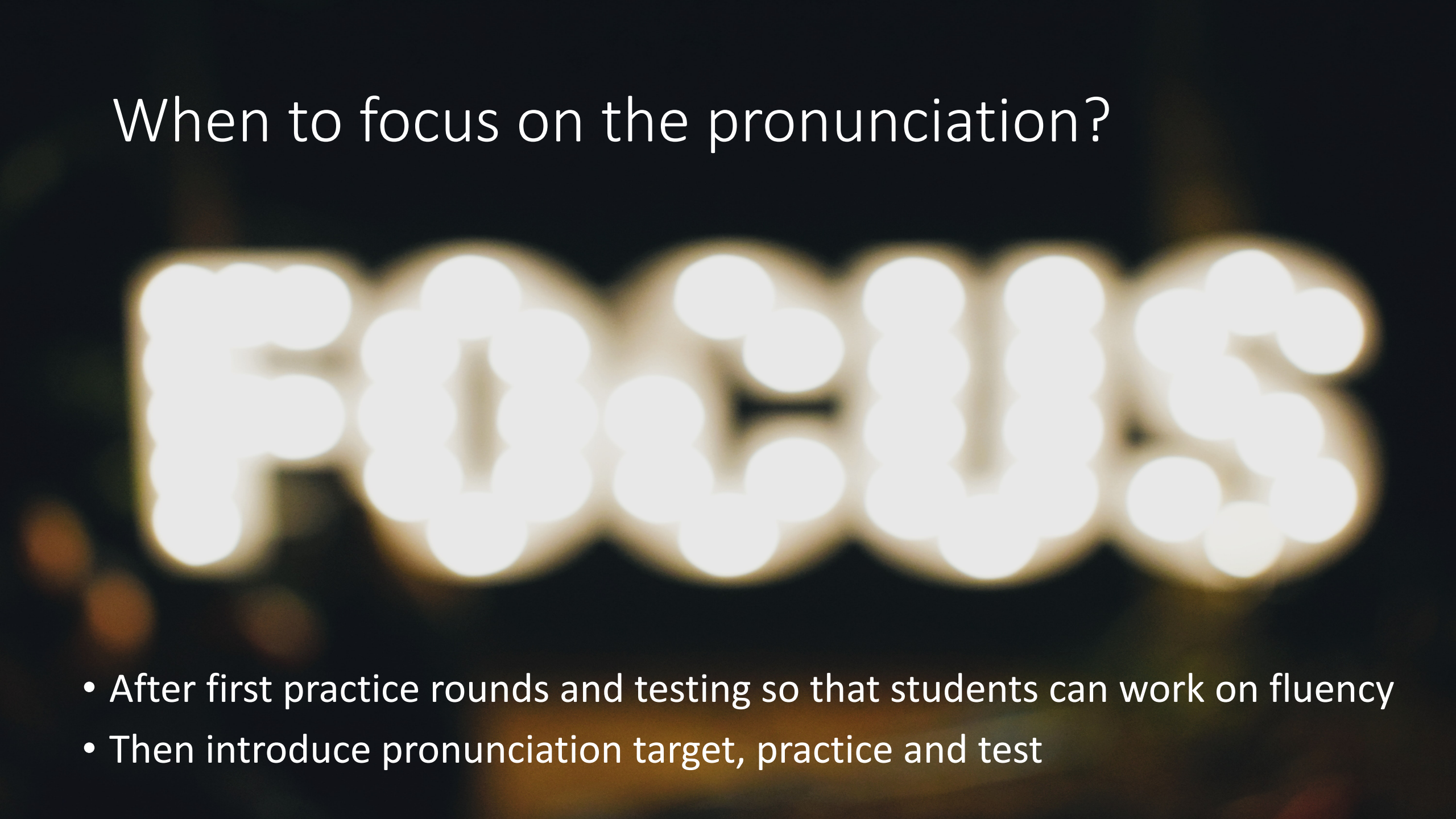
SUGGESTIONS

Pronunciation considerations

- Introduce at an **appropriate level and time** so that it does not have a negative impact on fluency, confidence or development on grammar or vocabulary (Pipe & Tsushima, 2021)
- Requires creative ways to integrate pronunciation training activities into speaking-orientated classes in a manner that **clearly relates to the oral communication** of the course and student needs (Levis & Grant, 2011)
- **Integrated pronunciation training** is more effective than approaches that focus on either fluency or articulatory goals alone (Morely, 1991)
- Pronunciation should arise from the **actual speaking needs** and contribute to the success of the interaction (Levis & Grant, 2011)
- Teaching techniques, such as drilling or shadowing, must directly exercise the speech that they will **actually use in real life** and outside the classroom Gilakjani (2011)
- **Successful integration** of prosody training will, therefore, depend on the **teacher's ability to apply** to unplanned as well as planned speaking (Levis, 2001)

Uncomfortable situation

When to focus on the pronunciation?

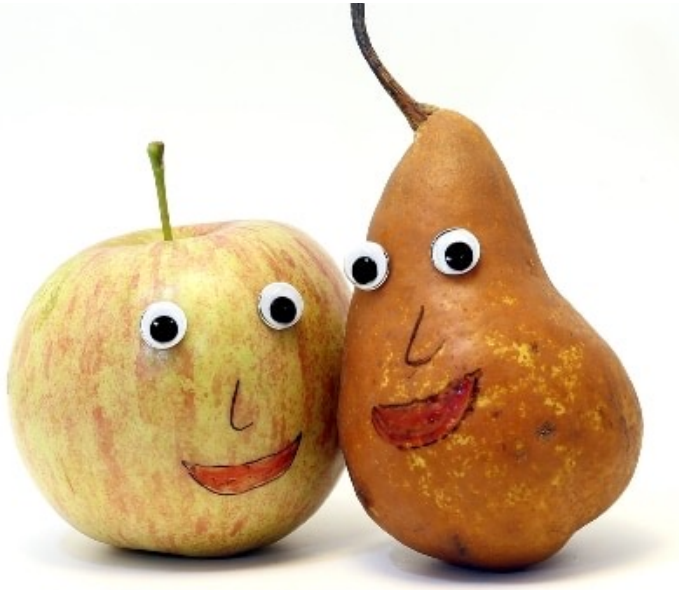


- After first practice rounds and testing so that students can work on fluency
- Then introduce pronunciation target, practice and test

Set homework on the topic before the next class

- You have materials to work with rather than summative feedback after completing the topic
- You can then prepare aspects to pronunciation to focus on

TPP



Questions?

- How are you going to teach pronunciation?
- What are the considerations for teaching pronunciation?
- Which materials can be useful?

Remember to explore and have fun

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