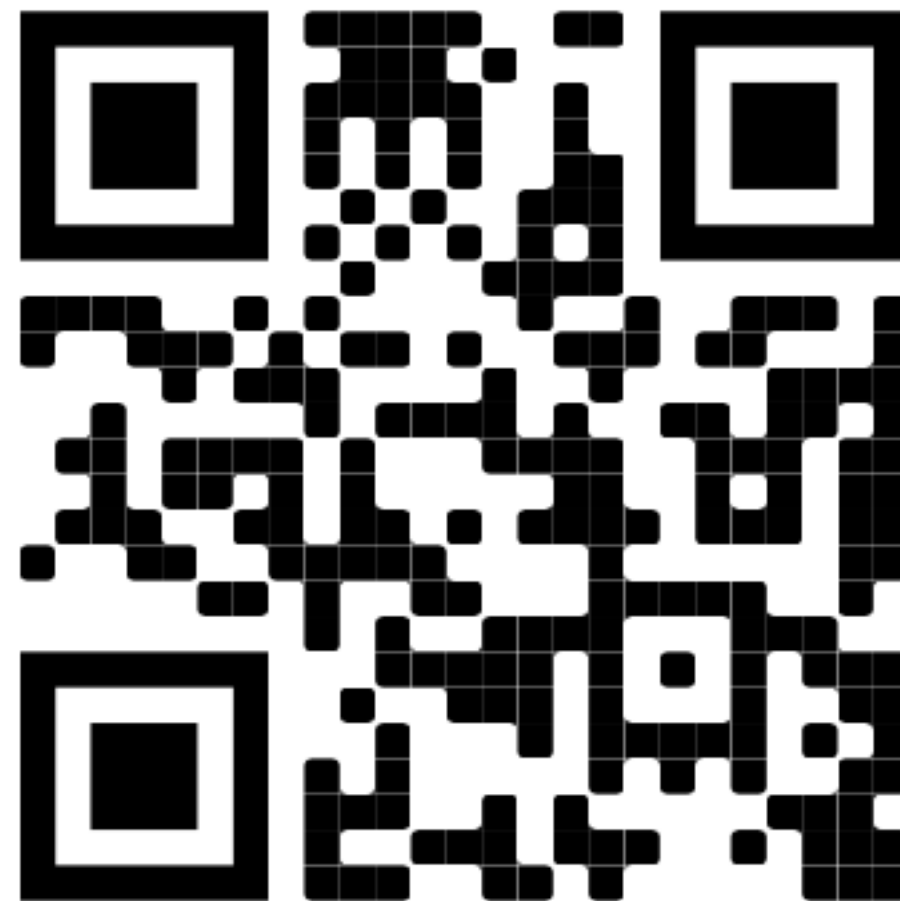


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**ENGLISH**





# Questioning

Getting you better understood

# Reorientate



Improving Fluency & Pronunciation

# Timed - Paired - Practice







Fluency

Accuracy

# Not only look at fluency

- **Accuracy** is the ability to **decode words precisely**: phonetical, sight words, high-frequency words, and irregular words (Rasinski 2014).
- **Automaticity** refers to recognising and decoding words **effortlessly** (Rasinski 2014; Samuels 2007). This would be determined by the students' knowledge of vocabulary (Ehri & McCormick 1998).



To improve automaticity, students should also focus on accurate word recognition (Samuels 2007).





To improve automaticity, students should also focus on **accurate word recognition** (Samuels 2007).



Who teaches how to ask questions in English?

Do you encourage students to ask questions?







Active

Students  
should  
not  
passively  
but  
actively  
engage



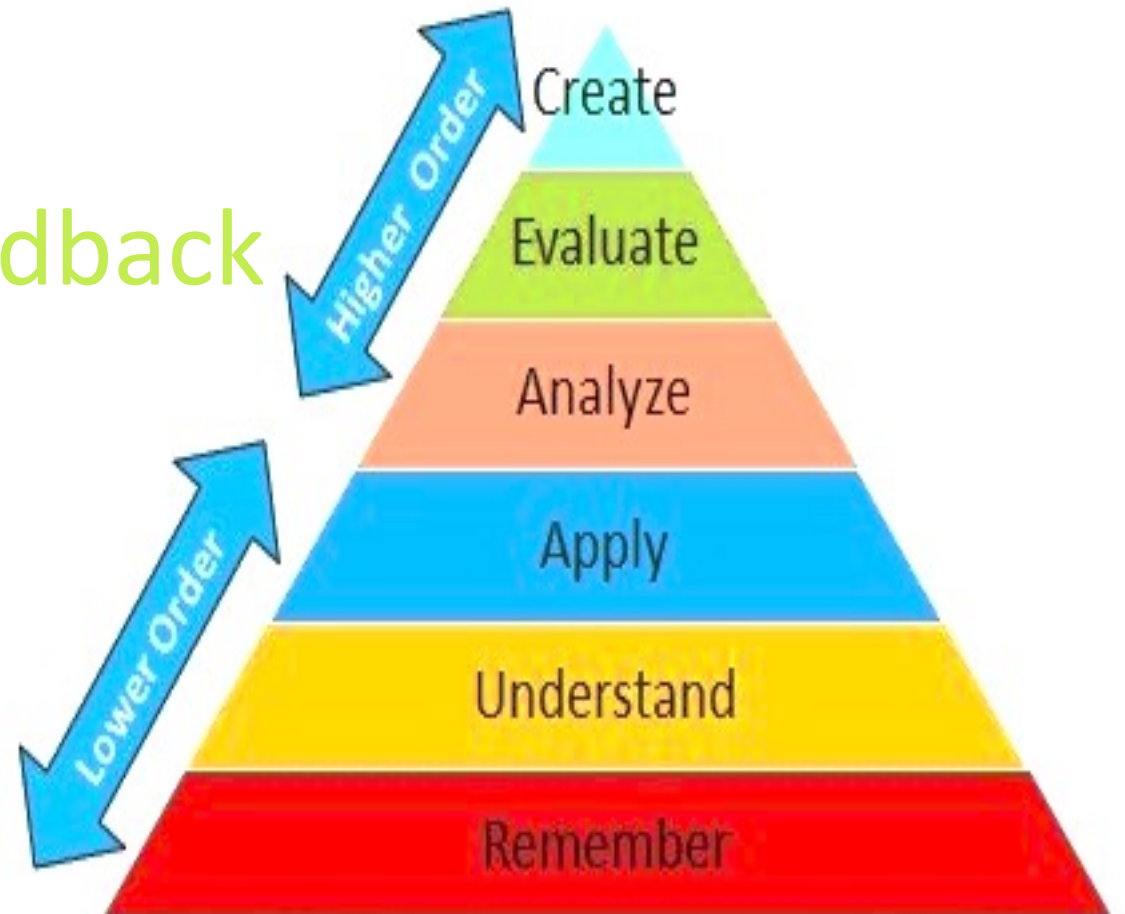
Passive



# Metacognitive learning: Raise awareness

Based on Bloom's Taxonomy (1956)

- Apply to own experience
- Evaluate and provide feedback
- Observe other answers
- Analyse their own work
- Provide exercise
- Read it



Highly  
motivated  
students  
should choose  
what they  
want to say



Stretching a students' cognitive fluency through Timed-Paired- Practice will lead to improving fluency, accuracy and motivation.





Stretching a students' cognitive fluency through Timed-Paired- Practice will lead to improving fluency, accuracy and motivation.





# Timed-Drill

# Practice Procedure

- Students
- Read
- Listen
- Study
- Practice
- After school
- which two
- Students

based on the article read

general topics to or

pairs in the pra

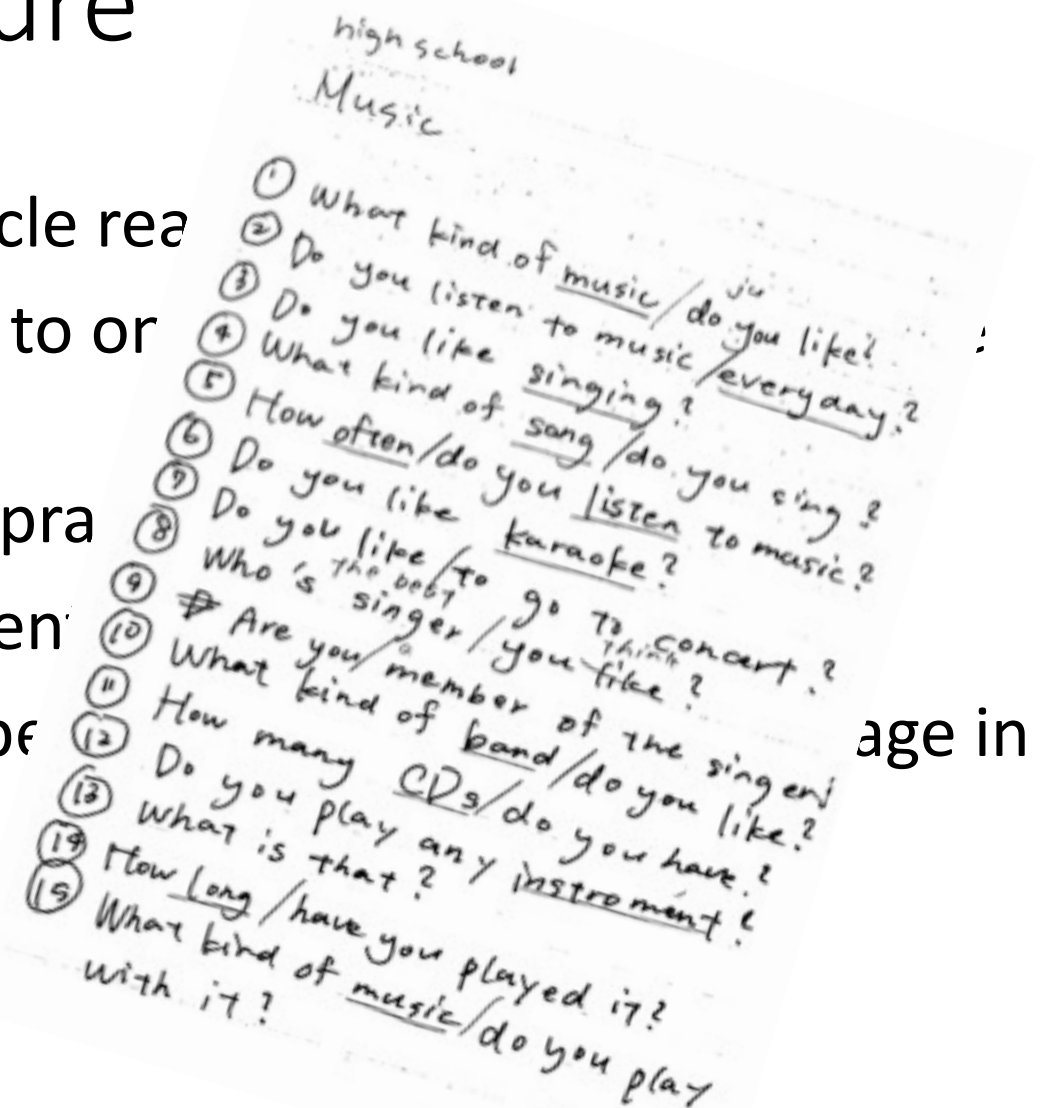
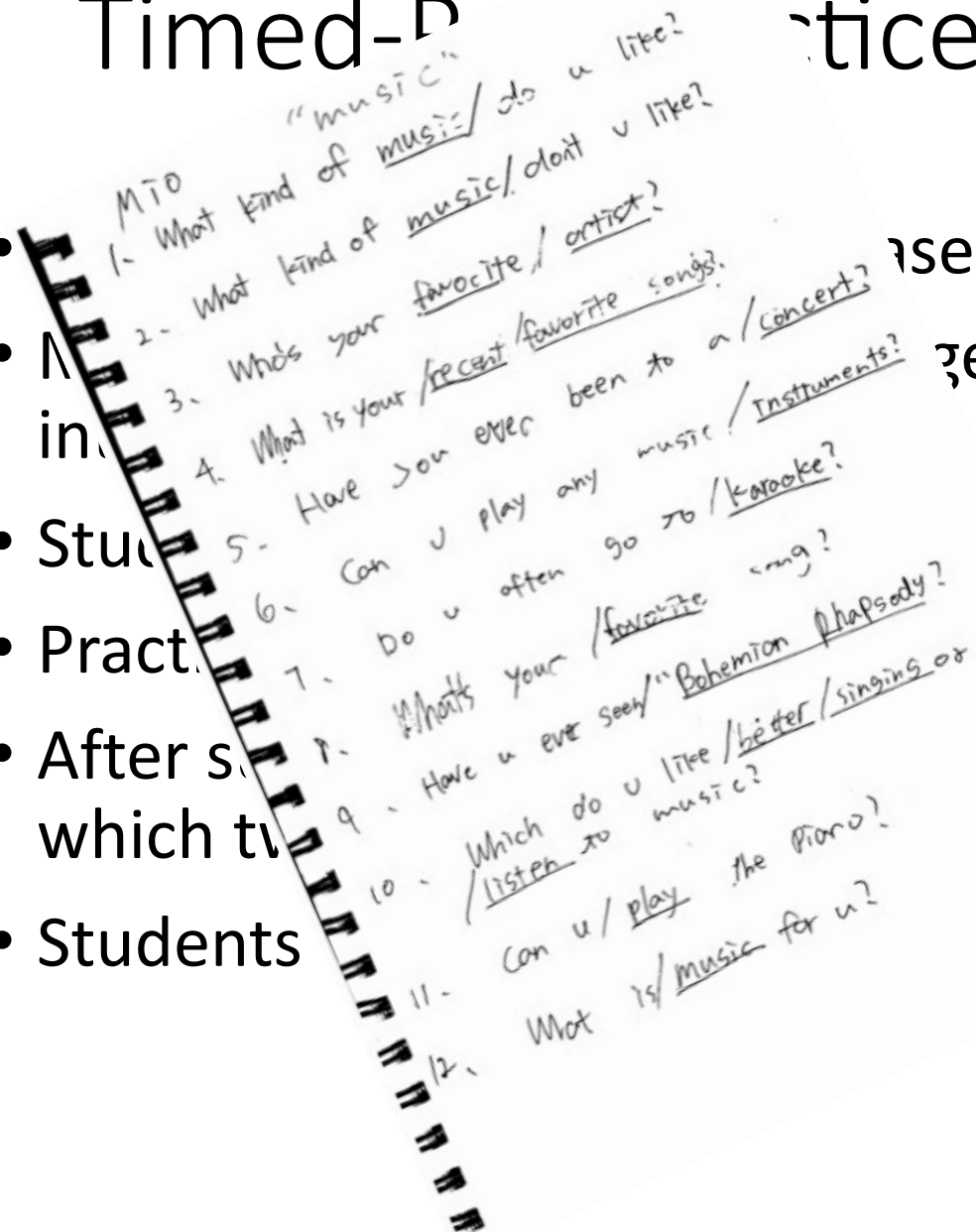
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Develops student-generated questioning



# Develops student-generated questioning

- Student-generated questioning ensures their **active participation** (Gall, 1984; Cotton, 1988)
- Assists them in **reconstructing knowledge** (Costa, 2001; Penick et al., 1996; Schmidt, 1993).
- **Focuses the attention** of students on content, main ideas, and checking if content is understood (Rosenshine et al., 1996).
- Important aspect of both **self- and peer-assessment** (Black et al., 2002).
- Potential to enhance **creativity** and **higher order thinking** (Shodell, 1995)
- Develop their own **problem solving skills** (Hu, 2015)
- **Store knowledge** (Dos & Demir, 2013)
- Improve academic achievement as well as developing **meta-cognitive thinking** (Tanner, 2012)
- Enable students to form **critical thinking skills** (Cotton, 1988).
- Improving students' **reading comprehension of texts** (e.g. Koch & Eckstein, 1991; Pearson, 1991).



Speed, enjoyment, and comprehension are closely linked with one another (Nuttall,1996).



Furthermore, improvement in automaticity and accuracy will lead to a reduction of cognitive load (Samuels 1994).



Greater retention of information given (Lahmann, Steinkrauss & Schmid 2017).



**SUGGESTIONS**



# Prosodic structuring



Pitch

Tone

Volume

Rhythm / chunking

Interpretation of meaning

# Prosodic structuring



- Appropriate **expression** and **intonation** to complement the **meaning** and **comprehension** of connected text (Rasinski et al., 2009).

# When to focus on the pronunciation?

## Focus

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

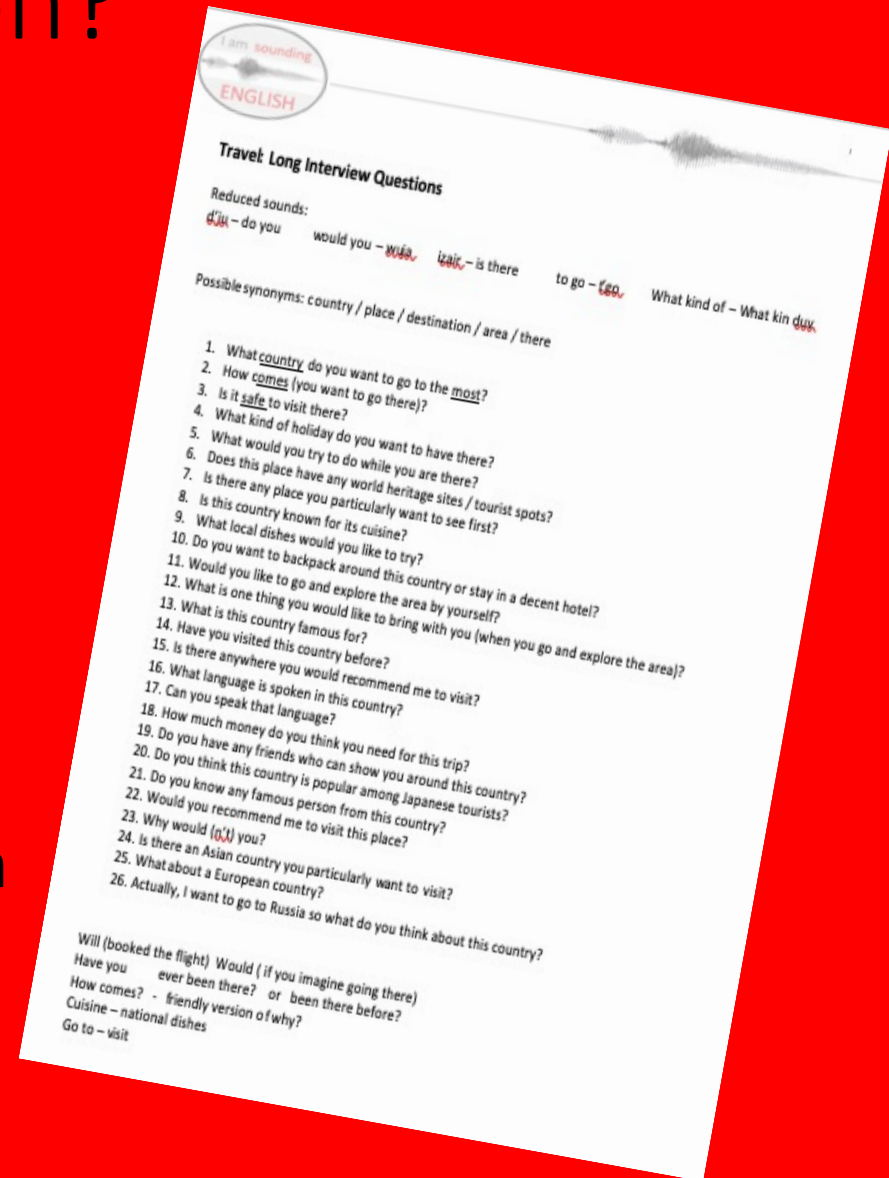


# What pronunciation to focus on?

- After TPP:
- Use worksheet from long interview
- Focus on one aspect:
- Contractions
- Focus word
- Simple intonation pattern
- Stronger contrasts of pitch, intensity, duration

# What pronunciation to focus on?

- After TPP:
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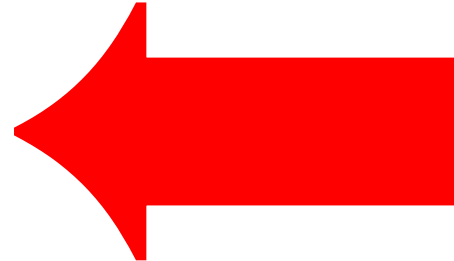




### Travel: 10 Questions

1. What country do you want to go to the most?
2. How comes you want to go there?
3. Is it safe to visit there?
4. What kind of holiday do you want to have there?
5. What would you try to do while you are there?
6. Does this place have any world heritage sites / tourist spots?
7. Is there any place you particularly want to see first?
8. Is this country known for its cuisine?
9. What local dishes would you like to try?
10. Do you want to backpack around this country or stay in a decent hotel?

1. What COUNtry / dju want t' Go to / the MOST?
2. HOW comes / you want t' GO / THERE?
3. iZIT SAFE / t' VIsit there?
4. What KIND 'ev HOLiday dju want t' HAVE / THERE?
5. WHAT / wuja TRY t' do / WHILE you're THERE?
6. Du zis PLACE / ha veny WORLD HERitage SITES?
7. Izair any PLACE / you parTicularly want t' see FIRST?
8. Izis COUNTtry KNOWN / for its cuiSINE?
9. What LOcal Dishes / wuja LIKE t' try?
10. Dju want t' BACKPACK aROUND this COUNtry or STAY in a DEcent hoTEL?



Stick with it and see the  
progress

Always all the time

Transfer to other parts  
of speech production



Remember to explore and have fun



Getting you  
better  
understood

<https://iamsoundingenglish.com>

I am **sounding**



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