Embedding Pronunciation into your Lesson Plan

10th March 2022
Think of...

A specific learner group

- **Learner group**: Intermediate adult students Cantonese speakers
- **Target language**: Narrative tenses: Past simple vs Past continuous
- **Task types**: Pair / small group discussion / sharing with whole class / podcasting?
Think of these three aspects, for one class you’re teaching now.

Can you post this on my Padlet?

And please, keep the Padlet open on your browser.
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Coming up, in this session...

- Outline some guiding principles in lesson planning
- Set out ‘game rules’ for ‘Pron Work’ in our lesson plan
- Collectively brainstorm available teaching options
- Practise the skills we’ll discuss later in the session
Some guiding principles in lesson planning

- ‘The plan’ is an organic process, not necessarily formal
- The plan should respond to our learners’ needs
- Feel free to adapt the plan as you teach
- If institutionally constrained, adapt and supplement
- Lessons should a clear sense of direction, achievable aims
- Activities are logically sequenced to achieve lesson aims
- Timing? Allow for flexibility
- Vary activity types and lesson approaches
‘Pron Work’ Game Rules

I’ll show you lesson situations throughout the session.

You’ll all help me make planning choices.

For every decision we make, keep these in mind:

- Intelligibility is the key
- Vowel length, consonants and sentence prominence

Lingua Franca Core

- Raise learners’ awareness of pron features
- There should be some perception training
- It’s fine to give your learners explicit instruction
- Learners should practise the features somehow
- Give your learners feedback
Available ‘Pron’ components and features

- Thought group unity
- Pragmatic suprasegmentals
- Rhythm
- Silence - Pausing
- Word stress
- Intonation
- Consonant articulation
- Sound production
- L1-L2 contrasts
- Vowel length
- Key info stress
- Thought group prominence

- Segments (individual sounds)
- Suprasegmentals (Stress, Intonation, rhythm)
- Connected speech
A specific learner group

Think of...

**Learner group**
Intermediate adult students Cantonese speakers

**Target language**
Narrative tenses: Past simple vs Past continuous

**Task types**
Pair / small group discussion / sharing with whole class / podcasting?
So, my students are... Intermediate adult students Cantonese speakers

They’re studying Narrative tenses: Past simple vs Past continuous

What do they normally do? Pair / small group discussion / sharing with whole class / podcasting?

My aim should include...

The target language

A real-life application

A context

By the end of the lesson, learners will be better able to...

Use past simple + past perfect sentences

To tell a short story about the past

In the context of meeting old friends over Zoom.
The target language: Use past simple + past continuous sentences.
A real-life application: To tell a short story about the past.
A context: In the context of meeting old friends over Zoom.

When do people tell a story about the past?
Why would people over tell a past story over Zoom?
What pronunciation features and skills would they need?
**Writing a learning aim that includes ‘pron’**

<table>
<thead>
<tr>
<th>The target language</th>
<th>Use past simple + past continuous sentences</th>
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<tbody>
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When do people tell a story about the past?

Why would people over tell a past story over Zoom?

What pronunciation features and skills would they need?

Old friends reunite all the time! They want each other’s news.

Well, pandemic, some travel restrictions, much of our interactions are now online

Pausing between background event and main event

What else?

www.britishcouncil.org
Writing a learning aim that includes ‘pron’

When do people tell a story about the past?

Old friends reunite all the time! They want each other’s news.

Why would people over tell a past story over Zoom?

Well, pandemic, some travel restrictions, much of our interactions are now online.

What pronunciation features and skills would they need?

Pausing between background event and main event.

What else?
### Now that we have some features in mind...

Let’s bring back our ‘game rules’ and start making some decisions!

<table>
<thead>
<tr>
<th>Feature</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>Intelligibility is the key</td>
<td>Raise learners’ awareness of pron features</td>
</tr>
<tr>
<td>Vowel length, consonants and</td>
<td>There should be some perception work</td>
</tr>
<tr>
<td>sentence prominence</td>
<td>It’s fine to give your learners overt instruction</td>
</tr>
<tr>
<td>Lingua Franca Core</td>
<td>Learners should practise the features somehow</td>
</tr>
<tr>
<td></td>
<td>Give your learners feedback</td>
</tr>
<tr>
<td></td>
<td>Bring learners’ attention to how other speakers use inter-clause pausing</td>
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<tr>
<td></td>
<td>Learners listen to conversations and determine whether the speakers used pausing</td>
</tr>
<tr>
<td></td>
<td>Present and model how you’d introduce pauses between background and main event</td>
</tr>
<tr>
<td></td>
<td>Learners control-practise pausing, and then move on to freer-practice activities</td>
</tr>
<tr>
<td></td>
<td>Teacher does delayed error-correction.</td>
</tr>
</tbody>
</table>
Another example

**Learner group**
B1 Secondary Students  
L1 = Cantonese

**Target language**
2\(^{nd}\) Conditional  
(Imaginary situations in the present or future)

**Task types**
Very scaffolded pair and small group work,  
They need access to functional language in discussion tasks
Again, we need a learning aim

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By the end of this lesson, learners will be better able to...

**The target language**
Use 2nd conditional sentences

**A real-life application**
To talk about things they would change in their lives

**A context**
Negotiating chores with parents and teachers
Again, we need a learning aim

- The target language
- A real-life application
- A context

Use 2\textsuperscript{nd} conditional sentences
To talk about things they would change in their lives
Negotiating chores with parents and teachers

Clausal intonation (thought group)

What pronunciation features and skills would they need?

What else?
Now that we have some features in mind...

Let’s bring back our ‘game rules’ and start making some decisions!

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- Vowel length, consonants and sentence prominence

- Lingua Franca Core
Review / Reflection

Would you like to...
complete my quiz?
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