

# THE DIGITAL PRONUNCIATION JOURNAL

A MULTIMEDIA APPROACH TO BUILDING LANGUAGE AWARENESS

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CLIL AND ELT: CHANGING ENGLISH, CHANGING CONTENT



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# Introduction

## The Digital Pronunciation Journal

- Background
- Implementation
  - Units 1-3
- Student Responses
- Final Thoughts
- Questions?

# Introduction

## The Digital Pronunciation Journal

- Background
- Implementation

## Why focus on pronunciation?

*The study of pronunciation has been marginalized within the field of applied linguistics [and that] as a result; teachers are often left to rely on their own intuitions with little guidance.* (Derwing & Munro, 2005)

- Student Responses
- Final Thoughts
- Questions?

*Teachers do not teach pronunciation because they...*

- “lack confidence, skills and knowledge” (MacDonald, 2002: 3)
- have received little or no specific training (Baker, 2011 and others)
- “have no formal preparation to teach pronunciation” (Derwing & Munro, 2005: 389).

(CEFR Phonological Scale Revision Process Report, 2016)

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### Unit 2

### Suprasegmentals

*Teachers do not teach pronunciation because they...*

- Recording Task #1
- Reflection Task #1
- Tricky vowels/consonants
- Common pronunciation issues

*“lack confidence, skills and knowledge” (MacDonald, 2002: 3),  
have received little or no specific training (Baker, 2011 and others)  
“have no formal preparation to teach pronunciation” (Derwing & Munro, 2005: 38)*

### Unit 3

### Focused, active practice

- Recording Task #2
- Reflection Task #2
- Rhythm, stress, intonation

*(CEFR Phonological Scale Revision Process Report, 2016)*

- Recording Task #3
- Reflection Task #3
- Including all elements of English pronunciation covered

# Unit #1

## Recording Task #1

Please call Stella. Ask her to bring **these things** with her from **the store**: Six **spoons** of fresh snow peas, five **thick slabs** of blue cheese, and maybe a **snack** for her brother **Bob**. We also need a small **plastic** snake and a **big** toy frog for **the kids**. She can scoop **these things** into **three red bags**, and we will go meet her Wednesday at **the** train station.

“th“ Sounds

Final Devoicing

Tricky Vowels

# Unit #1

## Speech Accent Archive



### the speech *accent* archive

[how to](#) [browse](#) [search](#) [resources](#) [about](#)

language/ speakers

english

atlas/ regions

native phonetic  
inventory

#### Biographical Data

birth place: columbus,  
ohio, usa (map)

native language: english  
(eng)

other language(s): greek  
german

age, sex: 30, male

age of english onset: 0

english learning method:  
naturalistic

english residence: usa

length of english

residence: 30 years



#### english59 Elicitation Paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Key:

blue = potential areas for this generalization

red = actual areas for this generalization

Phonetic Transcription:

[p<sup>h</sup>lɪs k<sup>h</sup>ɔ<sup>l</sup> stɛlə æsk ə rʊ bɪŋ  
nɪz θɪŋz wɪθ ə frəm nə stɔ:ɹ  
sɪks spʊnz əf frɛʃ ʃnoʊ pi:z  
faɪv θɪk sɫæbz ə blu tʃi:z æn  
meɪbi ə snæk fə hə bɪlðə  
bɑ:b wɪ əl<sup>ʌ</sup>so nɪr ə smɔ<sup>l</sup>  
p<sup>h</sup>læstɪk sneɪk ən ə bɪg<sup>ɪ</sup> t<sup>h</sup>ɔɪ  
frɔg fɛ ðə k<sup>h</sup>ɪts ʃɪ kɪ skʊp ðɪs  
θɪŋz ɪntə θɹɪ rɛd<sup>ɪ</sup> bægz ə wɪ  
wɪ<sup>l</sup> goʊ mɪr ə wɛnzdeɪ æt ðə  
t<sup>h</sup>.rɛɪn steɪʃən]

#### Generalizations [about](#)

Consonant:

Vowel:

Syllable Structure:

# Unit #1

## Reflection Task #1

Compare your recording of the “*Please call Stella...*” text with a recording on the *Speech Accent Archive*

- Compare with speaker *english59* for General American (GenAm) and *english221* for Received Pronunciation (RP)

Answer the following questions in about 400 words total:

- What was your general impression of your English (not your voice)?
- Which sounds were significantly different when the native English speakers said them?
- Did you find examples of devoicing? If so, where?

# Unit #2

## Recording Task #2

Record yourself reading the “*One major advantage...*” text found below:

- Try to read this at a normal pace, whatever that is for you.

*One major advantage of learning and using RP is that it is an accent that all English speakers can understand wherever they are in the world. It may have problems attached to it but it is still the most widely understood and respected of the British English varieties.*

Unstressed syllables → weak forms necessary

# Unit #3

## Recording Task #3

- Accent imitation (GenAm or Received Pronunciation)
  - GenAm: excerpt of a speech from Barack Obama
  - RP: excerpt of a recording of Goldilocks
- Applies to segmentals and suprasegmentals
  - The elements focused on in Units 1 & 2

## Reflection Task #3

- No comparison to a NS version, rather to their Recording Task #1
  - What was challenging about actively changing the sound of your English?
  - Which one sounds better to you? Your Recording Task #1 or #3?
- ❖ 83 of 86 participants preferred Recording Task #3

# Student Responses

“There were some mistakes with th- sounds, but not that often than I expected. In my view, it happens because I never concentrated on it and nobody has shown me in my previous schools how I should do that.“

“I always thought that the voiced „th“-sound sounds like the German /d/, but I have never been aware of the fact that this isn‘t the right pronunciation... Nobody has ever corrected me about that.“

“I think a reason for this might be that I was never made aware of the fact that there really is a difference between them (/v/ and /w/) before this seminar...“

“I didn‘t regard speed and the fact that the rhythm in English is stress-timed [which] means that there has to be an equal amount of time between stressed syllables because I didn‘t learn this in my 12 years of school.“

# Student Responses

“It was surprising for me to see how broad the topic pronunciation can be and how small exercises can make such a big difference.”

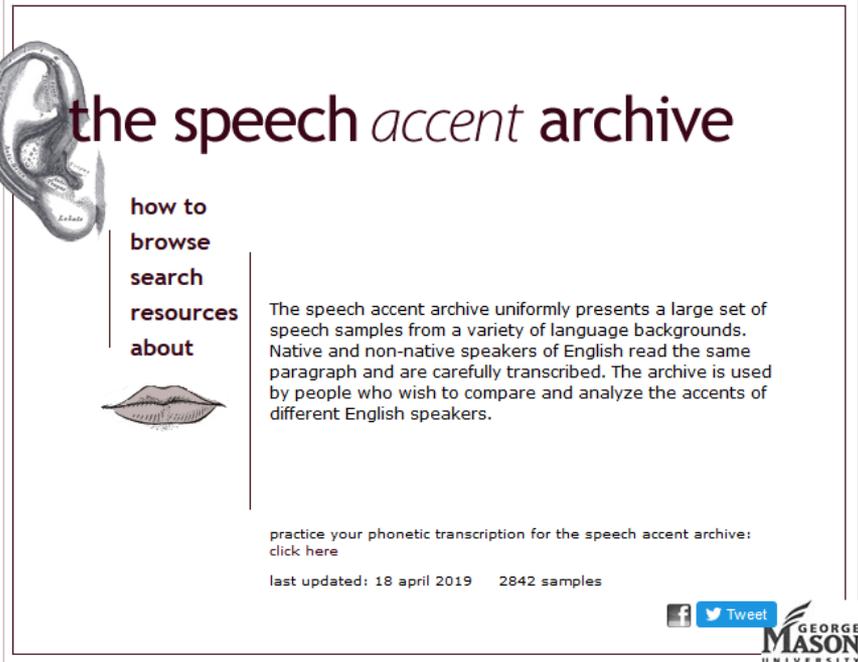
“After this seminar, you begin to think about so much more when listening to a non-native English speaker on television or an interview on the radio. Whether it is just the „th“ or things like fluency when using elisions.”

“My definition of a *right* pronunciation was to speak out everything as clear as I could. I didn’t realize that this made me sound even more strange.”

“I’m very impressed that you can still learn something about a language even though you’ve been learning it for over 10 years.”

# Final Thoughts

- Integration
- Assessment
- Reflection
- Source of motivation
- Reference resource
- Possibilities for expansion
- Theoretical background
  - *Intelligibility Principle vs Nativeness Principle*
- Both *accent tolerance* and *accent reduction* require **accent awareness**
  - Giving learners the tools to be active listeners and reflective speakers



The screenshot shows the homepage of the 'the speech *accent* archive'. It features a large illustration of a human ear on the left and a pair of lips below it. The main heading is 'the speech *accent* archive'. Below the heading, there is a vertical menu with the text 'how to browse search resources about'. To the right of this menu is a paragraph of text: 'The speech accent archive uniformly presents a large set of speech samples from a variety of language backgrounds. Native and non-native speakers of English read the same paragraph and are carefully transcribed. The archive is used by people who wish to compare and analyze the accents of different English speakers.' Below this text is a link: 'practice your phonetic transcription for the speech accent archive: click here'. At the bottom of the page, it says 'last updated: 18 april 2019 2842 samples'. In the bottom right corner, there are social media icons for Facebook and Twitter, and the logo for George Mason University.

# Questions?

# Thank you!

# References

Images taken from:

Speech Accent Archive ([accent.gmu.edu](http://accent.gmu.edu))

Derwing & Munro, (2005). *Second language accent and pronunciation teaching: A research-based approach*. TESOL Quarterly, 39(3), 379-398.

Piccardo, (2016). *CEFR Phonological Scale Revision Process Report*. Council of Europe.