

Study Circle Guide

For Pronunciation Instruction in the ESL Classroom

ATLAS
ABE Teaching and Learning Advancement System
Hamline University, St. Paul, Minnesota

2017

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This project was contracted and funded by the Adult Basic Education Teaching and Learning Advancement System (ATLAS). Housed at the Hamline University School of Education, ATLAS is made possible with a grant from the Minnesota Department of Education using federal funding, Workforce Investment Act of 1998 (P.L. 105-220), CFDA 84.002A and Minnesota Statute 124D.22.

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General Overview

Description: This study circle is a professional learning activity for adult ESL teachers who are interested in integrating effective pronunciation instruction into their regular teaching practice. Circle participants analyze the pronunciation needs of learners with diverse cultural backgrounds and English ability levels, explore relevant research and its implications for targeted pronunciation instruction, and actively engage in pronunciation instruction within their own teaching practices. The study circle participants engage in both at-home reading and reflective classroom tasks that inform and deepen discussions and allow for maximum professional growth.

Timeframe: 3 meetings of 3 hours each over the course of 6-8 weeks. 9 hours total.

Clear objectives are identified for each topic, but the overall objectives of this Study Circle include the following.

The participants will:

1. Articulate connections between relevant research and effective classroom practices pertaining to pronunciation instruction.
2. Analyze speech samples from current learner populations and identify salient issues; explore techniques and practices for addressing specific pronunciation concerns.
3. Identify and share useful resources such as classroom activities, research, online resources, and classroom practices that can enhance teaching and learning.
4. Articulate rationale for integrating systematic and structured pronunciation instruction in order to enhance life-skills or work-skills based curriculum for adult ESL classes.
5. Prepare to implement/integrate pronunciation techniques and strategies into your adult ESL classroom through exploration of various resources, discussions, and reflection of teaching practices.

How does this Study Circle exemplify the core features of effective professional development (Desimone, 2009)?

- *Content Focus:* This professional development activity is extremely focused. The target audience is teachers of adult ESL classes who are interested in integrating pronunciation instruction into their classes, but are unclear where to start. This study circle will specifically focus on practices and approaches for pronunciation instruction in this setting.
- *Active Learning:* This professional development activity will involve a series of meetings for a small cohort of practitioners. Each meeting will involve discussion and sharing to identify innovative, evidence-based solutions to classroom concerns about learners and their English

pronunciation. Each meeting will be preceded and followed up by at-home reading and reflective classroom-based tasks that will generate richer and deeper discussions during the study circle meeting.

- *Coherence:* This professional development activity is organized in a logical progression to explore in depth several key issues in teaching pronunciation to adult ESL learners. Coherence is achieved by building on what teachers already know, exploring teacher beliefs on each topic and encouraging communication and openness to learning, and aligning improvements with state and program policies. The study circle will move in a circular fashion, first looking to relevant research on a specific topic, providing time and tasks to assure comprehension. Then, taking this new knowledge into account, study circle participants examine connections from that research to their own classrooms and experience. Finally, specific tasks and subsequent reflection provide an opportunity to experiment with teaching techniques and approaches to pronunciation instruction that change and improve teachers' practice and subsequently student learning.
- *Duration:* This professional development activity meets over a course of 6-8 weeks, roughly once every two weeks. The study circle meetings themselves will require 9 hours of contact time with activities, reflections and observations between meetings.
- *Collective Participation:* This professional development activity is a group endeavor, bringing together practitioners from various sites and programs who share the common experience of working with adult ESL learners who have pronunciation challenges. The participants' various contexts allow for unique sharing and networking during and beyond the study circle.

Expectations of the facilitator:

The facilitator is expected to come prepared for each meeting and to provide all the materials, readings, and support needed for the study circle to be a success. He/she is expected to facilitate thoughtful, respectful, reflective discussion on the various topics and, when appropriate, to re-direct participants to the research and its connections to the classroom.

The facilitator acts as a resource, a sounding board, and a helpful guide during this professional learning activity.

Required Texts for Facilitator:

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide*. New York, NY: Cambridge University Press.

Gilbert, J.B. (2008). *Teaching pronunciation: Using the prosody pyramid*. New York, NY: Cambridge University Press. Available:
<https://www.tesol.org/docs/default-source/new-resource-library/teaching-pronunciation-using-the-prosody-pyramid.pdf?sfvrsn=0>

Grant, L. J., & Brinton, D. (2014). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press.

→ Recommended that each participant purchase or be provided with a copy of the above text

Meyers, C. & Holt, S. (1998). *Pronunciation for Success*. Burnsville, MN, USA: Aspen Productions.

Videos needed only. Available for purchase online: <https://eslvideos.com/products/pronunciation-for-success> (purchaser may choose to buy and download videos only)

Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Sydney, Australia: AMEPRC. Available:

http://www.ameprc.mq.edu.au/_data/assets/pdf_file/0011/157664/interactive_sm.pdf

Expectations of participants:

Participants are required to attend all three meetings. Prior to each meeting, participants are expected to have carefully read the assigned articles and to have completed tasks, including responding to reading guide questions, collecting classroom data or doing a classroom observation. If participants are unable to attend all meetings or to complete the work required, their stipend and CEUs will be affected as determined by ATLAS.

During meetings, participants are expected to engage actively in the discussions and to be respectful of each other at all times. Participants are expected to enter this professional learning activity with an open mind to new ideas and a willingness to share their experiences with the group.

Notes to facilitator:

- After each meeting, write up summary notes about the discussions and key ideas, anything of particular importance, and share those notes with the group electronically. Bring a few paper copies of the notes to each subsequent meeting, as they will serve as a way to jog participants' memories and re-enter the topics.
- Please be aware that this study circle focuses on suprasegmental features of English pronunciation and less so on segmental features. The participants' classrooms will likely represent a variety of L1 backgrounds. Suprasegmental features are more widely applicable than the challenges learners have with specific phonemes, which tend vary depending on the learner's L1. Additionally, research suggests that suprasegmentals have more impact on intelligibility than segmentals. It is advisable to address the suprasegmental focus of the study circle in the first meeting.
- Participants will be conducting observations of a peer during the study circle. Not only is it helpful to receive feedback from a peer, but the observations create participant accountability to integrate what they are learning into their classroom setting.

Tables of topics, required readings, and outside tasks by meeting

Meeting One:

1. <i>Building a Strong Foundation</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Get to know the other participants and learn about their learners and programs. • Articulate key terms related to pronunciation. • Apply diagnostic techniques to learner speech samples to identify the most salient pronunciation issues. • Plan for the remainder of the study circle, including outside tasks, observations, and selected readings. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read prologue only for Meeting One)</p> <p>Derwing, T. M. (2003). What do ESL students say about their accents? <i>The Canadian Modern Language Review</i>, 59(4), 547-566.</p>	<p>Please videotape a short speech sample of one of your current learners. Select a learner who exemplifies pronunciation challenges that you see in your classroom. The video should be 30 – 45 seconds long. Be prepared to share this video in a small group at the first meeting.</p> <p>Please write out brief responses to the Reading Guides for <i>Pronunciation Myths</i> prologue, and <i>What do ESL students say</i>. Be prepared to discuss your responses during the first meeting.</p>

Meeting Two:

2. <i>Narrowing the Focus</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Identify a variety of pronunciation instruction techniques and activities. • Articulate which techniques and activities will have the greatest impact on current population of ESL learners. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read chapters 1 and 2 only for Meeting Two)</p> <p>Specific readings for selected pronunciation feature. This will be sent out directly following Meeting 1.</p>	<p>Please write out brief responses to the Reading Guides for <i>Pronunciation Myths, Chapters 1 & 2</i> and be prepared to discuss your responses during the second meeting.</p>

<ul style="list-style-type: none"> • Work with a group of colleagues to plan instruction for a specific pronunciation feature. • Confirm dates and times for classroom peer observations. • Align specific activities and/or techniques with best practices identified in the readings. 		<p>Research and select three activities that target your selected pronunciation feature.</p> <p>Select one of the activities to try out with your learners in your classroom. Complete the <i>Classroom Activity Reflection for Meeting Two</i> and be prepared to report back to your group.</p>
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Meeting Three:

3. <i>Organization and Sustainability</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Report back on classroom peer observations and reflect on which components could be adapted into personal teaching practices. • Integrate systematic instruction of specific pronunciation feature into an existing week or unit plan and explore potential ongoing pronunciation routines. • Draw connections between state content standards (CCRS (and ELP) and TIF) and pronunciation instruction. • Set goals and design a personal action plan for pronunciation instruction beyond the study circle. • Reflect on major take-aways from the study circle. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read the epilogue for Meeting Three)</p>	<p>Please write out brief responses on the Reading Guide for <i>Pronunciation Myths, Epilogue</i> and be prepared to discuss your responses during the third meeting.</p> <p>Conduct a peer observation with one other participant in the study circle. Complete the <i>Peer Observation Reflection Form</i>, and bring notes from the <i>Peer Observation Discussion Questions</i> to the final meeting.</p> <p>Bring in an example of a week of lesson plans or a unit of curriculum from your teaching practice.</p>

Meeting One: Preparation for first meeting

Objectives for Meeting One:

1. Get to know the other participants and learn about their students and programs.
2. Identify proven practices for effective pronunciation instruction.
3. Articulate key terms related to pronunciation.
4. Apply diagnostic techniques to learner speech samples to identify the most salient pronunciation issues.
5. Plan for the remainder of the study circle, including outside tasks, observations, and selected readings.

Preparation for Meeting One:

- Confirm the number and names of participants
- Re-read the articles and familiarize yourself with the reading guide questions and the agenda
- Video 2-3 clips of adult ESL speaking English, or locate videos online to view during the meeting

Materials needed for Meeting One:

- Nametags, writing utensils, large poster paper, and markers.
- Articles and copy of reading guide with your own notes (Appendices C, D, E).
- Copies of the *Table of Topics* for all participants (Appendix B).
- Blank Participant Contact Information Grid (Appendix F).
- 3-4 copies of the *Pronunciation Terms* handout, cut apart (Appendix G).
- *Diagnosing Speech Samples* handout (Appendix J).
- *Morley's Speech Intelligibility/Communicability Index for Describing Speech and Evaluating Its Impact on Communication* (from Celce-Murcia, et al. page 485).
- Several different videos clips of adult ESL learners speaking English (not included).
- Meeting One Reflection (Appendix K).

Participants should be sent information about the study circle via email 2-3 weeks in advance of the first meeting in order to plan their schedules, spend time reflecting on the Meeting One readings, and prepare written responses to the reading guide questions.

The Meeting One readings should be read carefully in advance of the first meeting. This will ensure a richer and more productive exchange of ideas during the meeting. Access to the readings that are not publically available via a web link must be provided to participants in another manner (i.e. purchase of book or library database access). The email attachments should include links to the Utopian Goals article (link in email text below), *Pronunciation Myths Prologue Reading Guide*, and *What Do ESL Students Say Reading Guide* (in Appendix).

Grant, L. J., & Brinton, D. (2014). *Pronunciation myths: Applying second language research to classroom teaching*. (Read prologue only for Meeting One)

Derwing, T. M. (2003). What do ESL students say about their accents? *The Canadian Modern Language Review*, 59(4), 547-566.

To: Study Circle Participant
RE: Introduction, preparing for Meeting One

Dear Study Circle Participant,

Hello and welcome to ***Pronunciation Instruction in the ESL Classroom Study Circle!***

We're very much looking forward to seeing you all at *LOCATION DATE TIME* where we will delve into the latest topics regarding pronunciation instruction for adult ESL learners! Following the principles of effective professional development, we will read, discuss, reflect, try out new strategies, and grow as practitioners and scholars.

From our experiences in previous study circles, we know that much of the best advice and insights come from reflecting and sharing with fellow instructors and integrating those experiences with relevant research. *This study circle was created to give professional wisdom and research a meeting place, and to provide a forum for discussion, inquiry, and continued problem solving integration of pronunciation instruction in adult ESL evolves.*

This is a study circle that will consist of 3 meetings: *DATES*

Meetings will be held at: *LOCATION*

Look for an email about parking information as Meeting One approaches and please jot down my phone number in case you have any trouble finding us: *FACILITATOR PHONE NUMBER*

In order to kick start our study circle, please complete the following tasks before our first meeting:

1. Read the articles listed below.
2. Reflect on the attached reading guide discussion questions (***Prologue Reading Guide, What Do ESL Students Say Reading Guide***) and be prepared to discuss them at the first meeting.
3. Videotape (with their permission) a learner in your class speaking English for 30-45 seconds. The learner's speech should be indicative of the types of pronunciation issues that you see in your class. If you are not able to take a video of a learner, an audio recording will also work.

Your reflection prior to this first meeting will ensure a fruitful and interesting exchange right from the start. If you have any trouble opening these attachments, please let us know. While you don't need to print and bring them, you may find it helpful to have them handy as we're discussing. To save paper, we won't be providing print-outs.

We are looking forward to engaging, reflective conversation with you. If you have any questions or concerns in the meantime, please feel free to contact one of us.

Last, but not least, here are the readings:

Grant, L. J., & Brinton, D. (2014). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press.

(Read prologue ONLY for Meeting One, pages 1-33)

Derwing, T. M. (2003). What do ESL students say about their accents? *The Canadian Modern Language Review*, 59(4), 547-566.

See you soon!

FACILITATOR NAME

AGENDA for Meeting One & notes to facilitator

Meeting Time: 3 hours

<p>Welcome, Introductions, Housekeeping</p> <p>25 minutes</p>	<p>Introductions, names and teaching settings. Circulate Participant Contact Information Grid (Appendix 6) to collect names, contact information, and teaching schedule for distribution to the group. <i>This will be particularly helpful as participants arrange their peer observations between Meetings 2 & 3.</i></p> <p>Participants briefly introduce themselves – just name and school site for the moment.</p> <p>Write “Biggest Aha Moments” and “Biggest Questions” on large easel pads and post them on the walls. Explain to the participants that they are going to respond to the questions <i>What was your biggest aha moment from the readings? What is your biggest question about pronunciation instruction?</i> Allow a minute or two for participants to think about their responses as they look through their notes. Give all of the participants a marker, and have them write a response for each of the prompts and mingle with other participants. Pull the group back together, and look for common threads amongst the responses.</p> <p>Make sure to record the “Biggest Questions” so that you can revisit them throughout the study circle.</p> <p>Go over the plan for the study circle and this meeting (distribute Table of Topics from this guide [Appendix 2] with breakdown of meetings, topics, readings, & outside tasks). Go over objectives for Meeting One.</p> <p><i>Mention information about breaks, bathrooms in the building, vending, parking concerns, and any other housekeeping details.</i></p>
<p>Defining Pronunciation Terms</p> <p>20 minutes</p>	<p>Explain to the participants that the next activity will give them an opportunity to review pronunciation terms that will appear in the readings and be used throughout the study circle.</p> <p>Divide the large group into groups of 3-4. Give each group an envelope with the pronunciation terms, definitions, and examples. Allow ten minutes for the small groups to match up the terms with their definitions and examples. At the end of the ten minutes, show the large group the answers (Appendix 7) and have each small group check their answers.</p>
<p>Reflection on Reading Guides</p> <p>30 minutes</p>	<p>Have the participants stay in the same small groups and pass out a copy of the Reading Guide Discussion Prompts for Meeting One, or write prompts on board (Appendix 8). Explain that they will have the opportunity to discuss both of the articles. At the end of the small group discussion, each group will share one idea for each of the prompts.</p>

	<p>Begin with having groups discuss the <i>Pronunciation Myths Prologue</i>. After approximately 10 minutes, call the groups back together to share out their responses for the prompts. Next, break into new small groups of 3-4 (it's highly encouraged to mix up the groups so that participants are able to interact with everyone from the study circle) to discuss the "What do ESL Students Say About Their Accents" reading questions. Remind the small groups to prepare their responses to the discussion prompts as they discuss their Reading Guide notes. After 10 minutes of discussion, bring the small groups back together to share out their responses for the prompts.</p>
<p>BREAK</p> <p>15 minutes</p>	
<p>Diagnosing Pronunciation Challenges</p> <p>60 minutes</p>	<p>Pass out the Research-Driven Principles and Overall Pronunciation Goals handout (Appendix 9) and give the participants a chance to read through the points. Explain that now they will have the opportunity to learn how to diagnose and prioritize their own learners' pronunciation needs.</p> <p>Watch 2-3 sections from the Pronunciation for Success Teacher Training Videos. For each section, follow these steps:</p> <ol style="list-style-type: none"> 1) Show the first portion of the section where the subject is speaking freely two times. After the first time, pass out or display <i>Morley's Speech Intelligibility/Communicability Index for Describing Speech and Evaluating Its Impact on Communication</i> (from Celce-Murcia, et al. page 485) and have the participants rate the intelligibility of the speaker using the index as a guide. 2) Play the first portion of the video again, and ask if participants want to change their initial rating assessment. 3) Pause the video before Colleen delivers her assessment of the subject's pronunciation issues and have the group share out the pronunciation challenges that they identified. 4) Play Colleen's assessment and compare it with the assessment of the group. 5) Show the rest of the section where Colleen works with the subject on their specific pronunciation issues. 6) Pause at the end of the section and give the group a chance to respond to what they saw. <p>Break the large group into small groups of 2-3. Pass out the Diagnosing Speech Samples handout (Appendix 11). Show a video of a local learner speaking English (see a sample of a video at https://www.youtube.com/watch?v=a4q59FTobHE); have the small groups discuss and rate the intelligibility of the learner using the index as a guide. Then show the video again, and have the participants focus on listening for one of the pronunciation features (word stress, sentence stress, voice quality settings, intonation, etc.). After the small groups note down pronunciation issues with that feature, move on to another feature. Play the video several more times, having the groups listen for</p>

	<p>one feature at a time. Have each small group share out the issues with the pronunciation features that they observed, sharing examples and discussing how much of an impact each feature has on the speaker's intelligibility. Ask the small groups to decide which features have the greatest impact on the speaker's intelligibility, and which feature they would prioritize in classroom instruction. Repeat with a second and a third video.</p> <p>Each small group then works independently to examine the video clips they made of their own learners. Each participant in the small group takes turns showing their video. The participants work together to use the Diagnosing Speech Samples-Your Learners handout (Appendix 11) to rate each of the learners' intelligibility and identify their pronunciation issues.</p>
<p>Selecting Pronunciation Features 5 minutes</p>	<p>Ask the participants to reflect on the issues that they identified for their own learner. Each participant should then choose one pronunciation feature that they will focus on for the rest of the study circle. The feature that they select should be a suprasegmental feature and one that they identify as being a salient issue for their own learner.</p> <p>Possible options for pronunciation features: Word Stress Sentence Stress Thought Groups Intonation Syllable-Final Consonant Deletion Voice Quality Settings Connected Speech (Linking)</p> <p>Explain that everyone will be put into groups that they will work with over the next few meetings.</p> <p>Divide the participants into groups according to the pronunciation feature that they selected to focus on so that they can see with whom they will be working at the next meeting.</p>
<p>Wrap Up, Planning for next time, Evaluation 10 minutes</p>	<p>Review what to do for the next meeting, take final questions or comments. See "for next time" below.</p> <p><i><u>Classroom Tasks:</u> Look for an email that will include Pronunciation Myths Chapters 1 and 2 reading guides (Appendices 13, 14) and the Classroom Activity Reflection (Appendix 15). (Facilitator: bring one copy to show participants what to look for).</i></p> <p><i>Also, remind them to watch for a second email that will have readings for their pronunciation focus feature.</i></p>

	<p><i><u>Observations:</u> Between Meetings 2 & 3, each of you will observe another teacher from this study circle. We can learn so much from watching each other! Please start thinking about when and where you can make this happen and to get it on your calendars.</i></p> <p>Reflection (Appendix 12): Revisit the Meeting One objectives. Take a moment to mark a √, √-, or √+ next to each objective. Anything we should re-visit next time?</p> <p>Brief reflection (hand out, give them a few minutes to complete):</p> <ol style="list-style-type: none"> 1. Identify 2 key things that you have learned today. 2. What is 1 thing that you would like to try in your classroom? 3. Identify one question that you have related to content standards.
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FOR NEXT TIME: Meeting Two

Facilitator: Bring example copies of Meeting 2 handouts (numbered list below) to show participants what to expect along with the reminder email (see below) to participants after Meeting One.

1. *Pronunciation Myths Chapter One Reading Guide*
2. *Pronunciation Myths Chapter Two Reading Guide*
3. *Classroom Activity Reflection for Meeting Two*

Meeting Two: Preparation for second meeting

Objectives for Meeting Two:

1. Identify a variety of pronunciation instruction techniques and activities.
2. Articulate which techniques and activities will have the greatest impact on current population of ESL learners.
3. Work with a group of colleagues to plan instruction for a specific pronunciation feature.
4. Confirm dates and times for classroom peer observations.
5. Align specific activities and/or techniques with best practices identified in the readings.

Preparation for Meeting Two:

- Type up notes from Meeting One
- Re-read the articles and familiarize yourself with the discussion questions and the agenda
- Prepare demonstration activities to address a pronunciation feature; one activity for each of the stages of development (listening and awareness, control, practice, and extension). See pg. 72 of *Pronunciation Myths* for an example. Celce-Murcia, et al. contains examples throughout as well. Note that the nomenclature for the stages of development vary slightly from *Myths* to Celce-Murcia, et al., but the progression is the same.

Materials Needed for Meeting Two:

- Nametags, writing utensils, large poster paper, and markers.
- Articles and reading guides with your own notes.
- A copy of the *Classroom Activity Reflection for Meeting Two* (Appendix 15).
- Materials for demonstration of pronunciation activities
- Copies of *Pronunciation Activities Demonstration* handout (Appendix 17).
- Copies of *Planning for Pronunciation-Systematic Integration* handout (Appendix 18).
- Meeting Two Reflection (Appendix 19).

Participants should be sent information about the study circle within two days after Meeting One in order to plan their schedules, spend time reflecting on the Meeting Two readings, and prepare written responses to the discussion questions. Participants will get two emails following Meeting One: a whole group email that includes handouts and reflections, and a small-group email with readings for their focus pronunciation features.

The Meeting Two readings should be read carefully in advance of the meeting. This will ensure a richer and more productive exchange of ideas during the meeting. The reading guides and classroom activity reflections need to be made available in the first email following Meeting One (see below for contents of email). The email attachments should include *Pronunciation Myths Chapter One Reading Guide*, *Pronunciation Myths Chapter Two Reading Guide*, and *Classroom Activity Reflection for Meeting Two* (Appendices 13, 14, 15).

The readings for the focus pronunciation features chosen by the small groups need to be made available in an email following Meeting Two. The readings are taken from *Pronunciation Myths*, by Linda Grant, *Teaching Pronunciation*, by Marianne Celce-Murcia et. al., *Prosody Pyramid* by Judy Gilbert, and *Give It a Go, Pronunciation for Adults*, by Yates and Zielinski (see Appendix 10 for *Pronunciation Features and Reading Resources*).

To: Study Circle Participant

RE: Preparation for Pronunciation Meeting Two

Hello Everyone,

Thank you for a wonderful kick-off to the Pronunciation Instruction in the ESL Classroom Study Circle!

Here's a quick summary of what we'll be doing for Meeting Two. The bold items are attached documents.

1. Before our next meeting, please read Chapters One and Two of *Pronunciation Myths* and take notes on the handouts ***Pronunciation Myths Chapter One Reading Guide***, and ***Pronunciation Myths Chapter Two Reading Guide***. Be prepared to discuss them during the meeting.
2. Look out for the second email that will be arriving shortly. The subject of the email will be the pronunciation feature that you selected to focus on (e.g. final consonant deletion, word stress, etc.) This email will contain the recommended readings for your group that focuses on the specific feature.
3. Try out a classroom activity based on the pronunciation feature that you selected. The activity can be one that is suggested in the focus pronunciation feature readings (coming in next email!), or from any other source. Complete the ***Classroom Activity Reflection for Meeting Two*** handout, and be prepared to share your experience with your group.

Please contact me if you have any questions.

See you soon,
NAME OF FACILITATOR

AGENDA for Meeting Two & notes to facilitator:

Meeting Time: 3 hours

Welcome, Re-cap 10 minutes	Brief re-introductions as needed, housekeeping items, agenda for this meeting, other announcements. Let everyone know that they will need to choose someone to observe before session 3 – we will revisit at the end.
Discussion of Pronunciation Myths 30 min	Have the participants break into small groups to discuss the Reading Guide for <i>Pronunciation Myths, Chapter 1</i> . Tell the group to be prepared to share ways that members of their group plan to apply the recommendations from question three of the reading guide to their own teaching context. Give the groups 10 minutes to discuss their responses to the three questions, then bring the group back together to share out their responses to the third question. Comment on any themes that emerge as the groups share their responses. Next, break into new small groups of 3-4 (it's highly encouraged to mix up the groups so that participants interact with everyone from the study circle) to discuss the Reading Guide for <i>Pronunciation Myths, Chapter 2</i> . Tell the group to be prepared to share ways that members of their group plan to apply the recommendations from question three of the reading guide to their own teaching context. Give the groups 10 minutes to discuss their responses to the three questions, then bring the group back together to share out their responses to the third question. Comment on any themes that emerge as the groups share their responses.
Discussion of Pronunciation Features 40 min	Have the participants get together with their focus pronunciation feature groups that they identified during Meeting One. All members from this group will have read about the same pronunciation feature and tried out an activity addressing this pronunciation feature in their classroom. Hand out the <i>Pronunciation Feature Discussion Prompts</i> (Appendix 16) and have the groups discuss their readings about their specific feature for 20 minutes. Have the groups discuss their implementation of the activity that happened in their classes. The groups will use Classroom Activity Reflection for Meeting Two, Part II (Appendix 15) to guide their discussion. Give the groups 20 minutes. If there is time remaining, ask each group to share an example of a successful activity that occurred in one of their classes with the whole group.
Break! 15 minutes	
Teaching Activities Demonstrations	Pass out the <i>Pronunciation Activities Demonstration</i> handout (Appendix 17). Demonstrate several different pronunciation activities with the participants acting as the learners. Alternatively, show a pronunciation

60 minutes	<p>video from the <i>Pronunciation Classes</i> section of the MN Literacy Council Classroom Videos at http://mnliteracy.org/classroomvideos. Encourage the participants to take notes in the first column of the handout. After trying out several activities together as a group or watching the videos, lead a discussion on them. Have the participants identify which stage of development the activity would be targeted towards (Listening & Awareness, Control, Practice, Extension – from Pronunciation Myths, page 66, Table 2.1), and how they could adapt the activity for use in their own teaching practice, using the handout to take notes. The second part of the discussion can take place in the full group, or with a turn and talk with a partner.</p> <p>Hand out <i>Planning for Pronunciation – Systematic Integration</i> (Appendix 18). In their focus pronunciation feature groups, ask participants to brainstorm how they can integrate activities, techniques and strategies into their own instruction.</p>
Revisit Biggest Questions 10 minutes	<p>Display the poster paper from Meeting 1 with the responses to the “Biggest Questions” prompt. Have the participants discuss the questions; are there any that they can answer after this meeting?</p>
Evaluation, Wrap Up 15 minutes	<p><i>Observations: Between Meetings 2 & 3, each of you will observe the class of another teacher who is working on integrating pronunciation instruction. We can learn so much from watching each other! Please take a moment to consider when and where you can make this happen, connect with a fellow participant, and to get it on your calendars.</i></p> <p>Have everyone touch base who they are observing and who will observe them. Some teachers may be observed more than once, and the facilitator should be prepared to complete an observation for a participant if no one is available to observe them.</p> <p>Hand out and go over the <i>Peer Observation Reflection Form</i> and <i>Post-Observation Discussion Questions</i> as a group (Appendices 21, 22).</p> <p>Review what to do for the next meeting, take final questions or comments.</p> <p>Reflection (Appendix 19): Revisit the Meeting Two objectives. Take a moment to mark a √, √-, or √+ next to each objective.</p> <p>Anything we should re-visit next time?</p> <p>Brief evaluation (5 min; paper and pencil):</p> <ol style="list-style-type: none"> 1. Identify two key things that you have learned today. 2. What is one thing that you would like to try in your classroom? 3. Identify one question you have related to pronunciation instruction?

FOR NEXT TIME: Meeting Three

Facilitator: Bring example copies of Meeting 3 handouts (numbered list below) to show participants what to expect along with the reminder email (on the following page) after Meeting Two:

1. Peer Observation Reflection Form & Post-Observation Discussion (Appendices 21, 22)
2. Peer Observation Discussion Prompts (Appendix 23)

Meeting Three: Preparation for final meeting

Objectives for Meeting Three:

1. Report back on classroom peer observations and reflect on which components could be adapted into personal teaching practices.
2. Integrate systematic instruction of specific pronunciation feature into an existing week or unit plan and explore potential ongoing pronunciation routines.
3. Draw connections between state content standards (CCRS and TIF) and pronunciation instruction.
4. Set goals and design a personal action plan for pronunciation instruction beyond the study circle.
5. Reflect on major take-aways from the study circle.

Preparation for Meeting Three:

- Type up notes from Meeting Two
- Re-read the article and familiarize yourself with the discussion questions and the agenda

Materials Needed for Meeting Three:

- Nametags, writing utensils, large poster paper, and markers.
- *Pronunciation Myths Epilogue* and discussion questions with your own notes.
- A copy of the *Peer Observation Reflection Form & Post-Observation Discussion Questions* (Appendices 21, 22)
- *Peer Observation Discussion Prompts* handouts (Appendix 23).
- *Weekly Units with Integrated Pronunciation* handouts (Appendix 24).
- *Establishing Pronunciation Routines* handouts (Appendix 25).
- *Connecting Pronunciation to the Standards* handouts (Appendix 26).
- *Pronunciation Action Plan* handouts (Appendix 27).
- *Meeting Reflection* handouts (Appendix 28).

Participants should be sent information about the study circle within two days after Meeting Two in order to plan their schedules, spend time reflecting on the Meeting Three readings, and prepare written responses to the discussion questions.

The Meeting Three readings should be read carefully in advance of the final meeting. This will ensure a richer and more productive exchange of ideas during the meeting. The email attachments should include the *Pronunciation Myths Epilogue Reading Guide*, the *Peer Observation Reflection Form*, and *Peer Observation Discussion Questions* (Appendices 20, 21, 22). See below for the content of the email.

To: Study Circle Participant:
RE: Before next time, preparing for Meeting Three

Hello Everyone!

Here's the last preparation email you'll get from me! Our final meeting will focus on integrating pronunciation activities into existing classroom curricula and routines and creating an action plan for making pronunciation instruction a regular part of your teaching practice.

You have three weeks to complete the following tasks. The bold items are attached documents.

1. Read the epilogue of *Pronunciation Myths* and take notes on the handouts ***Pronunciation Myths Epilogue Reading Guide***. Be prepared to discuss your thoughts on the reading during the meeting.
2. Conduct a peer observation with one other participant in the study circle. Complete the ***Peer Observation Reflection Form***, and bring notes from the ***Peer Observation Discussion Questions*** to the final meeting.
3. Bring in an example of a week of lesson plans or a unit of curriculum from your teaching practice. If your class follows a textbook, bring in a copy of the textbook, or photocopy one unit from the book.

Let me know if you have any questions about the tasks, or if you need any assistance in locating someone to observe or to observe you.

It's going to be an exciting final meeting! See you on XXXXX !!

NAME OF FACILITATOR

AGENDA for Meeting Three & notes to facilitator

Meeting Time: 3 hours

Welcome, 5 minutes	Brief re-introductions as needed, housekeeping items, agenda for this meeting. <i>Much to do- we'll jump right in today!</i>
Pronunciation Myths Epilogue Discussion 15 minutes	<p>Have the participants break into small groups to discuss the Reading Guide for <i>Pronunciation Myths, Epilogue</i>. Tell the group to be prepared to share one idea from question 1 of the reading guide with the whole group.</p> <p>Give the groups 10 minutes to discuss their responses to the two questions, then bring the group back together to share out their responses to the first question.</p> <p>Comment on any themes that emerge as the groups share their responses.</p>
Peer Observations 30 minutes	<p>Next, break into new small groups of 3-4 (it's highly encouraged to mix up the groups so that participants interact with everyone from the study circle) to discuss the peer observations. Give each group a copy of the <i>Peer Observation Discussion Prompts</i> (Appendix 23). Remind the groups to see if they can find any common themes in their take-aways that they can share with the large group.</p> <p>Give the group 30 minutes to discuss their observations, then bring the whole group back together to share out any common themes that they noticed during their discussions.</p>
Break! 15 minutes	
Showing examples of units w/ pronunciation integrated 15 minutes	<p>Pass out the <i>Examples of Weekly Units with Integrated Pronunciation</i> handout (Appendix 24). This includes examples from a pre-beginning curriculum and from Cambridge's Ventures 4 textbook. Use one or both as examples.</p> <ul style="list-style-type: none">• Pre-Beginning ESL Food Unit: Week 1 of 2 from the Minnesota Literacy Council website. http://mnliteracy.org/sites/default/files/food_pre-beginning_week_1_of_2.pdf

	<ul style="list-style-type: none"> • <i>Ventures 4</i> Unit 9; Daily Living, pages 110 – 117 <p>Show participants the daily lesson plans/pages from the textbook using a document camera or other device. Discuss how the pronunciation activities outlined on the handout are integrated into the curriculum as the participants follow along.</p>
Integrating Pronunciation 30 minutes	<p>Pass out the <i>Weekly Units with Integrated Pronunciation- Your Turn</i> handout (Appendix 24). Have the participants take out their own weekly units.</p> <p>Give the participants 10-15 minutes to look through their units and reflect on how they will integrate pronunciation as they fill in the grid on the handout. Remind them that they will need to identify:</p> <ul style="list-style-type: none"> • 3 points throughout their unit where they could introduce their selected feature • 2 points throughout the unit where they could introduce additional feature activities • How to build buy-in for selected feature (this does not need to be included in unit) <p>Have the participants break into small groups to share their plan for integrating pronunciation into their weekly unit.</p> <p><i>Tip for facilitator:</i> If possible, try to put the participants into groups with other teachers who work with similar levels of learners.</p>
Pronunciation Routines 20 minutes	<p>Pass out the <i>Establishing Pronunciation Routines</i> handout (Appendix 25). Give the participants approximately 10 minutes to reflect on their current classroom routines and ideas for integrating pronunciation as they fill out the first two columns of the graphic organizer.</p> <p>Break the participants up into small groups or partners. Give them approximately 10 minutes to share their ideas for pronunciation routines with each other. Have the participants write down any new ideas for pronunciation routines that are generated during this discussion in the third column of the graphic organizer.</p>
Setting Future Goals/Action Plan 10 mins	<p>Pass out the <i>Connecting Pronunciation to the Standards and Pronunciation Action Plan Handouts</i> (Appendix 26). Give the participants a few minutes to write down some ideas on their action plan grid. If there is time, have each participant share one idea with the large group.</p>
Revisit Biggest Questions 10 minutes	<p>Display the poster paper from Meeting 1 with the responses to the “Biggest Questions” prompt. Have the participants discuss the questions; are there any that they can answer after this meeting? Briefly address any that participants still have questions about.</p>

<p>Evaluation, Wrap Up</p> <p>10 minutes</p>	<p>We need you to evaluate the study circle as a whole. Your feedback is important to us! Please look for email from ATLAS with link to online survey and fill out the “Feedback Questions” thoroughly.</p> <p><i>*Note: This evaluation will need to be filled out by all 12 participants in order for CEUs and stipends to be released.</i></p> <p>Reflection (Appendix 28): Revisit the Meeting Three objectives. Take a moment to mark a √, √-, or √+ next to each. How’d we do? If there are objectives that you don’t feel were met, what can we do to meet those objectives?</p> <p>Brief evaluation (5 min; paper and pencil):</p> <ol style="list-style-type: none"> 1. Identify 2 key things that you have learned today. 2. What is one pronunciation Action Plan item that you’re planning on implementing in your teaching? 3. What’s still puzzling you?
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FOR WRAP UP: Final Evaluation

Facilitator: Ensure the final evaluation gets sent to participants within a week of final meeting and email participants any notes from final meeting.

Appendices

Appendix 1 Complete List of Readings and Resources

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide*. New York: Cambridge University Press.

Derwing, T. M. (2010). Utopian goals for pronunciation teaching. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference*, Iowa State University, Sept. 2009. (pp. 24-37), Ames, IA: Iowa State University.

Derwing, T. M. (2003). What do ESL students say about their accents? *The Canadian Modern Language Review*, 59(4), 547-566.

Grant, L. J., & Brinton, D. (2014). *Pronunciation myths: Applying second language research to classroom teaching*. New York, NY: Cambridge University Press. Available:
<https://www.tesol.org/docs/default-source/new-resource-library/teaching-pronunciation-using-the-prosody-pyramid.pdf?sfvrsn=0>

Meyers, C. & Holt, S. (1998). *Pronunciation for Success*. Burnsville, MN, USA: Aspen Productions. Videos needed only. Available for purchase online: <https://eslvideos.com/products/pronunciation-for-success> (purchaser may choose to buy and download videos only)

Yates, L., & Zielinski, B. (2009). Give it a go: Teaching pronunciation to adults. Sydney, Australia: AMEPRC. Available:
http://www.ameprc.mq.edu.au/_data/assets/pdf_file/0011/157664/interactive_sm.pdf

Appendix 2

Tables of topics, required readings, and outside tasks by meeting

Meeting One:

4. <i>Building a Strong Foundation</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Get to know the other participants and learn about their students and programs. • Identify proven practices for effective pronunciation instruction. • Articulate key terms related to pronunciation. • Apply diagnostic techniques to learner speech samples to identify the most salient pronunciation issues. • Plan for the remainder of the study circle, including outside tasks, observations, and selected readings. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read prologue only for Meeting One)</p> <p>Derwing, T. M. (2003). What do ESL students say about their accents? <i>The Canadian Modern Language Review</i>, 59(4), 547-566.</p>	<p>Please video a short speech sample from one of your current learners. Select a learner who exemplifies pronunciation challenges that you see in your classroom. The video should be 1-2 minutes long. Be prepared to share this video in a small group at the first meeting.</p> <p>Please write out brief responses to the Reading Guides for <i>Pronunciation Myths</i> prologue and <i>What do ESL students say</i>. Be prepared to discuss your responses during the first meeting.</p>

Meeting Two:

5. <i>Narrowing the Focus</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Identify a variety of pronunciation instruction techniques and activities. • Articulate which techniques and activities will have the greatest impact on current population of ESL learners. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read chapters 1 and 2 only for Meeting Two)</p> <p>Specific article or chapter for selected pronunciation feature. This will be sent out directly following Meeting 1.</p>	<p>Please write out brief responses to the Reading Guides for <i>Pronunciation Myths, Chapters 1 & 2</i> and be prepared to discuss your responses during the second meeting.</p>

<ul style="list-style-type: none"> • Work with a group of colleagues to plan instruction for a specific pronunciation feature. • Confirm dates and times for classroom peer observations. • Align specific activities and/or techniques with best practices identified in the readings. 		<p>Research and select three activities that target your selected pronunciation feature.</p> <p>Select one of the activities to try out with your learners in your classroom. Complete the <i>Classroom Activity Reflection for Meeting Two</i> and be prepared to report back to your group.</p> <p>Bring in an example of a week of lesson plans or a unit of curriculum from your teaching practice.</p>
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Meeting Three:

6. <i>Organization and Sustainability</i>	<i>Readings/viewing to be completed prior to meeting</i>	<i>Additional Tasks</i>
<ul style="list-style-type: none"> • Report back on classroom peer observations and reflect on which components could be adapted into personal teaching practices. • Integrate systematic instruction of specific pronunciation feature into an existing week or unit plan and explore potential ongoing pronunciation routines. • Draw connections between state content standards (CCRS (and ELP) and TIF) and pronunciation instruction. • Set goals and design a personal action plan for pronunciation instruction beyond the study circle. • Reflect on major take-aways from the study circle. 	<p>Grant, L. J., & Brinton, D. (2014). <i>Pronunciation myths: Applying second language research to classroom teaching</i>. (Read the epilogue for Meeting Three)</p>	<p>Please write out brief responses on the Reading Guide for <i>Pronunciation Myths, Epilogue</i> and be prepared to discuss your responses during the third meeting.</p> <p>Conduct a peer observation with one other participant in the study circle. Complete the <i>Peer Observation Reflection Form</i>, and bring notes from the <i>Peer Observation Discussion Questions</i> to the final meeting.</p> <p>Bring in an example of a week of lesson plans or a unit of curriculum from your teaching practice.</p>

Appendix 3
Pronunciations Myths, *Prologue to the Myths: What Teachers Need to Know*, by
Linda Grant

Reading Guide

1. What resonates for you regarding the section *The Last Four Decades of Pronunciation Teaching* (pgs 2-8)? Are there shifts in pronunciation instruction approaches that you feel you would like to explore further in your practice (Table P.1, pg. 6)?
2. What factors impact a speaker's intelligibility and/or comprehensibility?
3. Look at Table P.2 on pg. 13. Choose one shift and consider how you might explain the reasons behind the shift to a colleague.
4. Before reading pg. 14, consider the question: How do *you* define pronunciation? How well does your definition of pronunciation align with the authors'?
5. Pages 14 – 27 of your book describe four categories of pronunciation. In the chart below, please give an example of each category and reflect on how you already integrate it into instruction. If you are not yet integrating a category, how might it fit into your future instruction?

Categories of Pronunciation	Example	How you address this category in your instruction
Peripheral features		
Global features		
Suprasegmentals		
Segmentals		

6. For each pronunciation feature below, please provide a description in simple terms.

Feature	Description
Word stress	
Rhythm (sentence stress)	
Thought groups	
Connected speech	
Prominence	
Intonation	

7. Consider the levels of pronunciation teaching and learning on pages 28-29. Choose one that you need to give more attention to in your instruction.

Appendix 4
“What Do ESL Students Say About Their Accents?” by Tracey Derwing

Reading Guide

As you read, add your ideas to the chart and reflect on what you learned from the article.

Key findings from the study	Things that surprised me	Implications for my teaching context

How do the outcomes of this study help to build the case for including pronunciation instruction that is targeted to learners’ personal, academic and professional needs?

Appendix 6
Participant Contact Information Grid

	Name	Contact Info	Teaching Schedule	Site
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Appendix 7
Pronunciation Terms Matching Activity

Segmental	Individual sounds	 /b/ <u>b</u> oat /m/ <u>m</u> other /iy/ <u>f</u> ee <u>t</u>
Suprasegmental	Pronunciation features that extend over more than one individual sound	Stress, intonation, rhythm, etc.

Word Stress	The distribution of stressed and unstressed syllables in a word	Minne <u>s</u> ota <u>t</u> able ability
Rhythm (Sentence Stress)	Regular, patterned beat of stressed and unstressed syllables and pauses in sustained speech	The <u>f</u> lower's <u>p</u> urple. <u>S</u> uzie 'as <u>f</u> ifty <u>c</u> ats.
Intonation	The rise and fall in pitch of the voice in speech to convey meaning	It's on the table. I need pens, pencils and paper.

Thought Group	A semantically and grammatically coherent segment, marked on either side by pauses	"I'll get you/my pretty/and your little dog too!"
Prominence	Of the stressed elements in a thought group, one receives the most stress – this serves to highlight the most important information	A: What kind of <u>books</u> do you read? B: I like <u>mysteries</u> .
Voice Quality Settings	Long term postures of the larynx, tongue, velopharyngeal system and lips	Spread lips, open jaw, palatalized tongue body position

Definitions taken & modified from Celce-Murcia, et al., 2010

Appendix 8

Reading Guide Discussion Prompts for Meeting One

Pronunciation Myths Prologue Discussion Questions

1. Were any of your conceptions about pronunciation instruction challenged by reading the prologue? Describe them.
2. After reading the prologue, in what direction do you foresee the study circle and book taking us in regards to effective pronunciation instruction?

What Do ESL Learners Say About Their Accents Discussion Questions

1. Please discuss salient thoughts from each of the prompts on your reading guide with your group.
2. Be ready to share out your groups thoughts regarding the question at the bottom of your reading guide: *How do the outcomes of this study help to build the case for including pronunciation instruction that is targeted to learners' personal, academic and professional needs?*

Appendix 9

Research-Driven Principles and Overall Pronunciation Goals

Research-Driven Principles and Overall Pronunciation Goals

Take a systematic approach to pronunciation; allow students to advance through each developmental stage before moving onto the next

Pronunciation should be embedded within the curriculum

Teach pronunciation explicitly

The teacher must be willing to "sell it"

Don't wait to start teaching pronunciation – teach it from the beginning levels

Prioritize pronunciation needs and focus features that will have the greatest impact on intelligibility

Focus on intelligibility, not accent reduction

Research-Driven Principles and Overall Pronunciation Goals

Take a systematic approach to pronunciation; allow students to advance through each developmental stage before moving onto the next

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Pronunciation should be embedded within the curriculum

Teach pronunciation explicitly

The teacher must be willing to "sell it"

Don't wait to start teaching pronunciation – teach it from the beginning levels

Prioritize pronunciation needs and focus features that will have the greatest impact on intelligibility

Focus on intelligibility, not accent reduction

Appendix 10

Pronunciation Features and Resources

CM = Celce-Murcia, et al., 2nd Ed.

YZ = Give it a Go, Pronunciation for Adults, Yates & Zielinski

PP = Prosody Pyramid, Gilbert, J.

Feature	Possible Resources
Word Stress	<ul style="list-style-type: none"> • CM, pages 184 – 207 • YZ, Chapter 1 • YZ, pages 79 – 80 • YZ, pages 90 – 99
Sentence Stress (Rhythm)	<ul style="list-style-type: none"> • CM, pages 208 – 217 • CM, 466 – 468 • YZ, Chapter 1 • YZ, pages 79 – 80 • YZ, pages 90 – 99
Syllable-final consonants	<ul style="list-style-type: none"> • YZ, 47, 48 • YZ, page 80, Highlighting Sounds, Hand gestures • YZ, page 83, Backchaining • YZ, page 85, Cueing rather than correcting • YZ, page 109, Focusing on words at the ends of sounds • YZ, pages 110 – 113, Practicing consonant clusters • Finally! Helping ESL Learners with Syllable-Final Consonant Articulation (also see the video & annotated lesson plan at the bottom of the article) http://atlasabe.org/mn-abe-news/finally-helping-esl-learners-with-syllable-final-consonant-articulation • https://www.speechandlanguagekids.com/final-consonant-deletion/
Voice quality settings	<ul style="list-style-type: none"> • CM, 489 – 490 • Voice Quality Settings and the Teaching of Pronunciation (pp. 89-95) http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.7799&rep=rep1&type=pdf#page=90 • Explicit Pronunciation Instruction and its Impact on the Intelligibility of Literacy Level Adult EL Learners https://drive.google.com/file/d/0B9uQGbpQpQXDNm9RTXdtSS1xTjVUaXZXQm53V2t2MmRsd3Vn/view?usp=sharing
Intonation	<ul style="list-style-type: none"> • Myths 4 • CM, Chapter 9
Connected speech	<ul style="list-style-type: none"> • CM, Chapter 9 • YZ, pages 90 – 99
Thought groups	<ul style="list-style-type: none"> • CM, Chapter 9 • CM, pages 221 – 222 • CM, pages 370 – 372 • PP, throughout Chapter 2 & pages 33-35

Appendix 11

Diagnosing Speech Samples

We will watch several videos of non-native speakers of English. While watching each video, please rate the intelligibility of the speaker according to *Morley's Speech Intelligibility/Communicability Index*. Then, identify the elements of accent that you think are getting in the way of intelligibility.

Elements of accent, i.e. Sounds, Voice quality, Pitch, Stress, Melody, Volume, Rate, Rhythm

	Intelligibility Rating	Elements of Accent
Speaker 1 From:		
Speaker 2 From:		
Speaker 3 From:		

Modified from: Hamline University TEFL Certificate Course Reader, 2016

Diagnosing Speech Samples – Your Learners

Now try diagnosing the speech samples of your own learners. In your small group, please rate the intelligibility of the speaker according to *Morley's Speech Intelligibility/Communicability Index*. Then, identify the elements of accent that you think are getting in the way of intelligibility.

Elements of accent, i.e. Sounds, Voice quality, Pitch, Stress, Melody, Volume, Rate, Rhythm

	Intelligibility Rating	Elements of Accent
Teacher 1: Speaker 1 From:		
Teacher 2: Speaker 2 From:		
Teacher 3: Speaker 3 From:		

Modified from: Hamline University TEFL Certificate Course Reader, 2016

What pronunciation feature will you focus on with your learners?

Appendix 12

Reflection on Meeting One

Revisit the Meeting One objectives below. Take a moment to mark a ✓, ✓-, or ✓+ next to each.

Objectives:

- Get to know the other participants and learn about their students and programs.
- Identify proven practices for effective pronunciation instruction.
- Articulate key terms related to pronunciation.
- Apply diagnostic techniques to learner speech samples to identify the most salient pronunciation issues.
- Plan for the remainder of the study circle, including outside tasks, observations, and selected readings.

Anything we should re-visit next time?

Identify 2 key things that you have learned today.

What is 1 thing that you would like to try in your classroom?

Identify one question that you have related to pronunciation diagnosis.

Appendix 13

Pronunciation Myths, Chapter 1: *Once you have been speaking a second language for years, it's too late to change your pronunciation*, by Tracey Derwing and Murray J. Munro

Reading Guide

1. According to the authors, which factors contributed to the decline of pronunciation instruction in the late 20th Century?
2. Of the studies described that show promise for pronunciation instruction, which two resonate with you? Why?
3. The heading, “What We Can Do” on page 46, is followed by 6 instructional recommendations. Choose 3 of these recommendations to reflect upon further. Please use the chart below.

Recommendation	Reasoning behind recommendation	How I can apply this in my teaching context
Teach perception		

Give explicit corrective feedback		
Choose the right focus		
Use authentic language		
Make judicious use of technology		
Don't wait for fossilization to happen		

Appendix 14
Pronunciation Myths, Chapter 2: *Pronunciation instruction is not appropriate for beginning-level learners*, by
Beth Zielinski and Lynda Yates

Reading Guide

1. How would you characterize the attitudes of beginning-level instructors that you know regarding integrating pronunciation instruction into their classes?

2. Describe two key findings of pronunciation research with beginning-level adult learners that resonated with you.

3. The heading, “What We Can Do” on page 65, is followed by 6 instructional recommendations. Choose 3 of these recommendations to reflect upon further. Please use the chart below.

Recommendation	Reasoning behind recommendation	How I can apply this in my teaching context
Take a systematic approach to pronunciation instruction		

Separate written practice from spoken practice		
Use different modalities to demonstrate the features of pronunciation		
Provide targeted feedback		
Integrate pronunciation into every lesson and always have a pronunciation goal		
Use activities that have proven successful with beginning-level adult learners		

Appendix 15

Classroom Activity Reflection for Meeting Two: Part I

1. What pronunciation feature did you choose to focus on for the remainder of the study circle?

2. What pronunciation activity/activities will you try with your learners?

3. What impact or outcomes are you hoping to see?

4. What contextual factors (e.g., learner levels, content focus, learner familiarity with pronunciation feature, class size, etc.) will you have to take into account as you plan your classroom activity?

5. What signs will you look for to know if the activity or strategy is having an impact on your learners' pronunciation?

Part II: After you've tried out your pronunciation activity/activities, complete the following. Be prepared to share with the group next time.

1. Describe the activity/activities you implemented. What happened? What did you observe?
2. What struck you as interesting about what happened? How did it compare to what you expected?
3. What impact did you see on the students and/or learning?
4. If you were to try this activity again, what might you do differently?
5. What stage/s of development did your activity fall under? Could this activity become a part of your regular classroom routine?

Appendix 16

Pronunciation Feature Discussion Prompts

Pronunciation Feature: Small Group Discussion

1. What were two key ideas from the readings and resources that you would want to share with your colleagues?
2. What concrete activity ideas did you take away from the readings and resources?
3. What additional questions do you have regarding your specific pronunciation feature?

Pronunciation Feature: Small Group Discussion

1. What were two key ideas from the readings and resources that you would want to share with your colleagues?
2. What concrete activity ideas did you take away from the readings and resources?
3. What additional questions do you have regarding your specific pronunciation feature?

Pronunciation Feature: Small Group Discussion

1. What were two key ideas from the readings and resources that you would want to share with your colleagues?
2. What concrete activity ideas did you take away from the readings and resources?
3. What additional questions do you have regarding your specific pronunciation feature?

Appendix 17
Pronunciation Activities Demonstration

Activity	Notes	Stage/s of Development	How can I adapt and apply this activity in my own practice?

Appendix 18

Planning for Pronunciation – Systematic Integration

Focus pronunciation feature: _____

Stage	Integrating Feature into Curriculum (when and with what activities)	Integrating Multiple Modalities	Ideas for including corrective feedback in form of gestures, cues, etc.
Buy-in			
Listening and Awareness			

Control			
Practice			
Extension			

Appendix 19

Reflection on Meeting Two

Revisit the Meeting Two objectives below. Take a moment to mark a ✓, ✓-, or ✓+ next to each.

Objectives:

- Identify a variety of pronunciation instruction techniques and activities.
- Articulate which techniques and activities will have the greatest impact on current population of ESL learners.
- Confirm dates and times for classroom peer observations.
- Align specific activities and/or techniques with best practices identified in the readings.

Anything we should re-visit next time?

Identify 2 key things that you have learned today.

What is 1 thing that you would like to try in your classroom?

Identify one question that you have related to pronunciation instruction.

Appendix 20
Pronunciation Myths, Epilogue: *Epilogue to the Myths: Best Practices for teachers*, by Donna M. Brinton

Reading Guide

1. In your opinion, what are the best means for adult ESL teachers to learn about and apply pronunciation research in their own classrooms?

2. An overview of ten of the most significant research findings from the book begins on page 230. Select three research findings that resonate with you, summarize the best practice that the research finding points to, and consider how it will impact your teaching after the study circle ends.

Research Finding	Overview of Best Practice	How will this impact my teaching moving forward

Appendix 21

Peer Observation Reflection Form

Focus pronunciation feature: _____

Observation Focus	Notes
Describe briefly the pronunciation activity/activities	
How do the learners respond to the activity/activities? What do you observe (e.g. body language, engagement)?	
When do you see pronunciation uptake happening? Note 1-2 examples.	
Is the language used for the activities authentic? Why/why not?	
What modalities are used during the activities (visual, kinesthetic, auditory)? Note examples.	
What explicit corrective feedback does the teacher provide to the learners during the activity/activities?	

Appendix 22

Post-Observation Discussion Questions

Date: _____ Focus pronunciation feature: _____

1. Why did the teacher choose this pronunciation feature? How does it impact the learners' intelligibility?

2. From the teacher's point of view, what were the biggest successes during the activity/activities? From the observer's?

3. From the teacher's point of view, what challenges arose? From the observer's?

4. If perception wasn't taught during this lesson, how was it previously addressed for this feature?

5. How do the activity/activities in this lesson tie into the teacher's systematic approach to teaching this pronunciation feature?

6. What would the teacher do differently the next time they try this activity? Recommendations from the observer?

7. Can something the observer learned from this activity/activities be applied to their own classroom teaching in the future? If yes, explain:

8. Any final questions for the teacher? For the observer?

Appendix 23

Peer Observation Discussion Prompts

Please allow 8-10 minutes per person for discussion.

1. Describe the pronunciation activity/activities from your own class that your colleague observed.
2. What were your two biggest take-aways from being observed?
3. What were your two biggest take-aways from observing your colleague's class?

Throughout your discussion of the biggest take-aways, see if you can identify common themes. Be prepared to share any common themes with the large group.

Peer Observation Discussion Prompts

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Appendix 24

Examples of Weekly Units with Integrated Pronunciation

Level: Pre-Beginning Week 1		Unit: MLC Volunteer Curriculum Food
Day	Pronunciation Feature/s	Pronunciation Activities
Mon.	Word Stress Voice Quality Settings Prominence	1) Watch mouths in mirrors while introducing vocabulary with pictures during Unit Theme Activity Step 2 2) How many syllables? Show me the stress during Unit Theme Activity Step 2 4) Draw word stress patterns on vocabulary handout during Unit Theme Activity Step 2 5) Use word stress patterns during Unit Theme Activity Step 3 6) Use prominence when saying like/don't like during Checking for Understanding Step 1 7) Correct word stress patterns during Checking for Understanding Step 2
Tues.	Word Stress Voice Quality Settings Prominence	1) Mouth the words and have learners lip read during Unit Theme Activity Step 3 2) Use prominence when saying like/don't like during Unit Theme Activity Step 4 3) Correct word stress patterns during Unit Theme Activity Steps 4 and 5 4) Hum the word stress pattern, learners hold up corresponding pictures during Checking for Understanding
Wed.	Intonation Word Stress	1) Class repeats story, copying teacher's intonation during Story of the Week Step 2 2) Class repeats word using hand gestures for stress pattern during Unit Theme Activity Step 1 3) Correct word stress patterns during Unit Theme Activity Step 4
Thur.	Voice Quality Settings Thought Groups Intonation	1) Class repeats story, copying teacher's intonation during Story of the Week Step 2 2) Class uses pauses during Story of the Week Step 3 3) In partners, learners lip read the vocabulary words before Unit Theme Activity

Level: Intermediate Living		Unit: Ventures 4 Unit 9; Daily
Day	Pronunciation Feature/s	Pronunciation Activities
Mon.	Intonation Prominence/Sentence Stress Word Stress	<ol style="list-style-type: none"> 1) Lesson A; Act. 1 – While learners are discussing pictures in pairs, have them practice polite intonation of “What do you think?”, “I agree” and “I disagree”. 2) Lesson A; Act. 2B – Have learners listen for which words are stressed in the dialogue. 3) Discussion of why the above words are stressed. 4) Lesson A; Act. 2C – Learners identify number of syllables in vocabulary words and mark stress w/bubbles. 5) With rubber bands, practice using the word stress as they read the story with a partner. 6) Lesson A; Act. 2D – Remind ss to use stress.
Tues.	Thought Groups Prominence	<ol style="list-style-type: none"> 1) Lesson B; Act. 2A – After completing the sentences, learners mark thought groups and practice speaking with appropriate pauses. 2) Within each thought group, learners decide which word is prominent, and underline that word. 3) In pairs, Learners practice saying the sentences with appropriate pausing and prominence. 4) Learners listen to CD and check if their pauses and prominence matches with the speakers on the CD. 5) Lesson B; Act. 2B & 3A – Same as above.
Wed.	Intonation Word Stress Sentence Stress	<ol style="list-style-type: none"> 1) Lesson D; Act. 1 – While learners discuss in pairs, they practice polite intonation of “How about you?” 2) Lesson D; Act. 2 – Learners choose most important words in story & work in groups to determine the word stress of each word, using rubber bands. 3) Learners listen to story and compare their word stress markings to the reader’s stress. 4) Learners read the story being careful to use the appropriate word stress for marked words. 5) Lesson D; Act. 3A – Learners mark and practice wh-question intonation (falling). 6) Lesson D; Act. 3B – Learners mark and practice word stress with rubber bands. 7) Lesson D; Act. 3C – Learners talk to partner, remembering to stress important words.

Weekly Units with Integrated Pronunciation – Your Turn

1. Locate three points during your unit where you could integrate a pronunciation feature activity.
2. Locate two points during your unit where you could integrate additional feature activities.
3. Think about how you would build buy-in for your selected pronunciation feature (does not need to happen during the unit).

Level:		Unit:
Day	Pronunciation Feature/s	Pronunciation Activities

Appendix 25
Establishing Pronunciation Routines

Routines I already have	Ways to integrate pronunciation into existing routines	New ideas for pronunciation routines

Appendix 26

Connecting Pronunciation to the Standards

CCRS: Speaking and Listening

Overview:

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and **adapt speech to context and task**.

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, **points of emphasis, and tone used**. (Prominence, thought groups, intonation)

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, **speaking clearly** at an understandable **pace**. (Thought groups, linking, word and sentence stress)

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, **adequate volume**, and **clear pronunciation**. (Any segmental or suprasegmental applies here)

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6: Speak **audibly** and express thoughts, feelings, and ideas **clearly**. (Volume, voice quality settings, word and sentence stress, thought groups, intonation etc.)


SL.8.6: **Adapt speech** to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Intonation, thought groups)

TIF: Effective Communication

Overview:

Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication.

- a. Recognize meaning of **gestures and body language** (e.g., eye contact, personal space) in a particular context and use appropriately (Gestures and body language help emphasize word and sentence stress, prominence)
- c. Use appropriate **intonation** (e.g., polite tone, appropriate rise and fall of vocal pitch) 

Appendix 27

Pronunciation Action Plan

Describe three goals you have for continuing the integration of pronunciation instruction beyond this study circle. Please be as specific as possible.

Goal	Existing Supports	Resources Needed	Timeline
I will integrate 3 pronunciation activities each week	Resources gleaned from SC; Already have integrated 1/week; Established classroom routines set	Support from supervisor; manipulatives for kinesthetic activities; additional activity ideas	In the next month
I will have a conversation with my supervisor about the importance of pronunciation instruction	Research; support of colleagues; learner support	Documented learner success stories	At next 1-1 meeting
Goal one			
Goal two			
Goal three			

Appendix 28

Reflection on Meeting Three

Revisit the Meeting Three objectives below. Take a moment to mark a ✓, ✓-, or ✓+ next to each.

Objectives:

- Report back on classroom peer observations and reflect on which components could be adapted into personal teaching practices.
- Integrate systematic instruction of specific pronunciation feature into an existing week or unit plan and explore potential ongoing pronunciation routines.
- Draw connections between state content standards (CCRS and TIF) and pronunciation instruction.
- Set goals and design a personal action plan for pronunciation instruction beyond the study circle.

Identify 2 key things that you have learned today.

What is one pronunciation Action Plan item that you're planning on implementing in your teaching?

What's still puzzling you?