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Teacher Training Module: English Learning Cycle Thirteen

Use of Correct Pronunciation in Reading and Speaking

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY

School Education & Literacy Department (SE&LD)

Government of Sindh.

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers. Online portal:

<https://stadeep-cpd.com/>

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 2, 4,5 and 8 have been used in this LC as a reference.

CBLCs: 1-20:

Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.



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Use of Correct Pronunciation in Reading and Speaking

Learning Objectives: By the end of the session, the teachers will be able to:



Comprehend Pronunciation Features.







Practice and Apply Pronunciation Features through Reading.










Practice and Apply Pronunciation Features through Speaking.



Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	Recitation 	Activity-1 <ol style="list-style-type: none"> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Briefly explain the objectives of the today's session 	
 10 mins	Warm-up 	Activity-2 <ol style="list-style-type: none"> 1. Write a word "Tomb" on the board. 2. Ask teachers randomly to pronounce it loudly. 3. Then, pronounce the same word correctly with some other examples. 4. Summarize the activity by focusing on the importance of correct pronunciation in learning English language. 	Board, Marker, Duster

 <p>30 mins</p>	<p>Understanding on Pronunciation Features</p> 	<p>Activity-3</p> <ol style="list-style-type: none"> 1. Divide teachers into 4 groups. 2. Ask each group to watch the video, and then read and discuss their respective part given in Handout 13.1. <ol style="list-style-type: none"> i. Group 1: Stress ii. Group 2: Intonation iii. Group 3: Rhythm iv. Group 4: Pitch 3. After reading and discussion, ask each group to share the key points of their respective part with class. 4. Finally, summarize the activity by giving your input on the pronunciation features. 	<p>Marker, Board, Duster, Handout 13.1</p> <p>Video Link: https://www.youtube.com/watch?v=klapQVNq3D4</p>
 <p>35 mins</p>	<p>Practice on Pronunciation Features through Reading</p> 	<p>Activity-4</p> <ol style="list-style-type: none"> 1. Divide teachers into 4 groups. 2. Ask each Group to practice for loud reading of the following pages focusing Handout 13.1. <ul style="list-style-type: none"> Group 1: Book 2 Page 33 Group 2: Book 4 Page 86 Group 3: Book 5 Page 57 Group 4: Book 8 Page 27 3. Then, ask each group to come forward for loud reading. 4. Finally, sum-up the activity by giving feedback on their reading. 	<p>Marker, Board, Duster, Textbooks: 2, 4, 5 and 8 Hand-out 13.1</p>

 <p>35 mins</p>	<p>Assessment on Pronunciation Features through Speaking</p> 	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Ask teachers to prepare for the speech for 3 minutes on 'Importance of Learning English Language' in 10 minutes. 2. After their preparation, ask them randomly to speak on the given topic focusing pronunciation, stress, intonation, and pitch. 3. Assess their pronunciation and its features referring to the Rubric given in Handout 13.2. 4. Conclude the activity by highlighting the main aspects of their speech with respect to the pronunciation features. 	<p>Handout 13.2</p>
 <p>5 mins</p>	<p>Feedback/Closure</p>	<p>Activity-6</p> <p>Conclude the session by asking about the achievement / learning of the day.</p>	<p>Marker, Board, Duster</p>

Handout 13.1

Pronunciation Features

Syllable:

A single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel.

Examples: In the word 'engine', you should stress the first syllable.

The word 'button' has two syllables.

The following are the important key features of pronunciation:

Stress and intonation

Correct intonation and stress are the key to speaking English fluently with good pronunciation. Intonation and stress refer to the music of the English language. Words that are stressed are key to understanding and using the correct intonation brings out the meaning. The best way to achieve quick result is constant practicing, the most important is not only to listen to pronunciation, but to repeat phrases and try to imitate the speakers.

Stress

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

Look at the examples of stress in words. The stressed syllables are represented by bold writing.

holiday, alone, admiration, confidential, degree, weaker, nervous, parents

In spoken language, grammatical words (auxiliary verbs, prepositions, pronouns, articles, ...) usually do not receive any stress. Lexical words, however, (nouns, verbs, adjectives, adverbs, ...) must have at least one stressed syllable.

There is no rule, however, about which syllable is stressed in a word with more than one syllable. You will need to learn the stress of words by heart.

Tip: You can look up the word in a dictionary that provides IPA transcript. The symbol ' in front of a syllable indicates that the following syllable is stressed.

Practice the pronunciation of the words above. Speak them out loud several times.

In the English language, there is one phenomenon concerning stress that you can observe: There are many verbs that consist of two syllables. Mostly, the stress is on the second syllable.

Due to historical developments, the same word has become a noun. The noun, however, is stressed differently: the stress is on the first syllable. Look at the examples:

- to **record** ⇒ a **record**
- to **permit** ⇒ a **permit**
- to **address** ⇒ an **address**
- to **export** ⇒ an **export**
- to **transport** ⇒ a **transport**
- to **transfer** ⇒ a **transfer**

Intonation



Intonation is the change of level of voice. The entire variation of pitch while speaking is called intonation. Intonation helps create the music of a language. (like notes in music). The rise and fall of pitch in our voice plays a crucial role in how we express meaning in communication. Awareness of intonation aids communication. (Difference it makes to meaning). Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence!

A very obvious difference in intonation can be observed when looking at statements and questions. Take for example American English:

- When someone utters an echo or asks declarative questions (like **He found it on the street?**), the intonation (i.e. the voice) is rising to a higher pitch at the end.
- When someone asks a wh-question (like **Where did he find it?**) or utters a statement (like **He found it on the street.**), the intonation (i.e. the voice) is falling to a lower pitch at the end.
- Yes or no questions (**Did he find it on the street?**) often have a rising end, but not always.

Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention.

Look at the following sentences. Speak them out loud and especially stress the word that is in bold writing. Then think about how the meaning of the utterance changes.

- I did not read anything about the disaster.
- **I** did not read anything about the disaster.
- I did **not** read anything about the disaster.
- I did not **read** anything about the disaster.
- I did not read **anything** about the disaster.
- I did not read anything about the **disaster**.

Rhythm

You may think of rhythm as something to do with music or dance... But rhythm is also used in daily communication. Rhythm refers to the sense of movement in speech. Rhythm is not an individual phonetic segment (like consonants or vowels) but is instead concerned with syllables and the larger parts of speech. Having an understanding of rhythm in conversation will help you to communicate more effectively. When we speak, we place stress on certain syllables or words in a sentence, which creates a regular rhythm.

Example

Read the sentence below out loud:

I went to the **beach** and **stood** on the **sand**.

Here, the most important words in the sentence are stressed and the closed class words (e.g., prepositions) are unstressed. The stressed words help create the rhythm of the sentence

Pitch

Pitch is the vocal element that determines the accentuation and prominence of speech. It is similarly significant in the individual word or full sentence level. The normal pitch of any voice depends on the vocal cord at play and in what frequency it vibrates. The frequency of the vocal cord's vibration is solely dependent on the length, thickness and tension.



In the case of everyday speech, the pitch range of the utterance denotes the attitude of the speaker towards the information or the listener in front. The neutral, unmarked, mid-pitch is the speaker's modal pitch and it conveys the simple-neutral manner that the statement is delivered in.

The high pitch range marks the informational contrast in the statements given as examples.

I'm going to **Dhaka**, not **Chittagong**!

He'd **never** say **that**.

The low pitch indicates that the speaker wants to emphasize the fact that two items in the successive tone units are somewhat similar in nature.

I've already shown you, man.

(The lowered pitch at the end entails that the "you" and the "man" are in fact the same person.)

<https://dictionary.cambridge.org/dictionary/english/syllable>



Handout 13.2

Pronunciation Rubric

	Excellent - (5 Points)	Good (3 Points)	Needs Improvement (1 Point)
Pronunciation	The student makes minor or no errors in pronunciation, great articulation in target language with expression.	The student has errors in pronunciation, some effort in articulation in target language.	Student makes little or no effort to enunciate and articulate in target language
Stress	Follows the stress pattern accurately.	Has some difficulties following the stress pattern of the original	Has major difficulties in following the stress pattern of the original
Intonation	Perform intonation clearly and accurately based on the syllables and stressed/unstressed part of words.	Perform intonation clearly based on the syllables and stress/unstressed part of words.	Didn't Perform intonation clearly and accurately based on the syllables and stressed/unstressed part of words.
Pitch	Reproduces the intonation pattern of the recording, including the right pitch	Produces the right intonation with some minor problems in pitch.	Attempts at following the intonation patterns in the recording fails to reproduce them very often

For reference:

List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21 st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture

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