

Teaching English

Embedding Pronunciation into your Lesson Plan

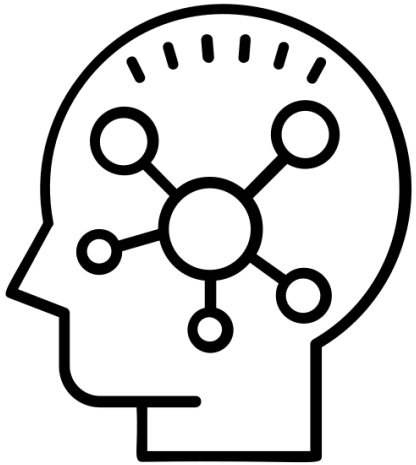
10th March 2022



Viktor Carrasquero
British Council Hong Kong

A specific learner group

Think of...



Learner
group



Intermediate
adult students
Cantonese
speakers

Target
language



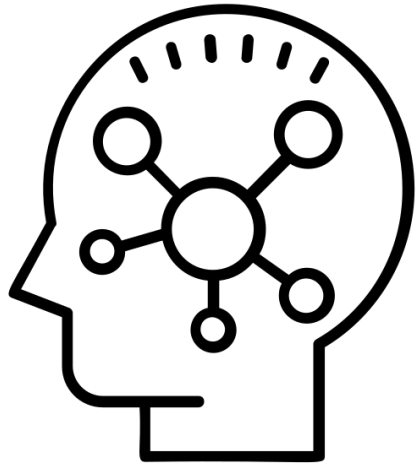
Narrative tenses:
Past simple vs
Past continuous

Task
types



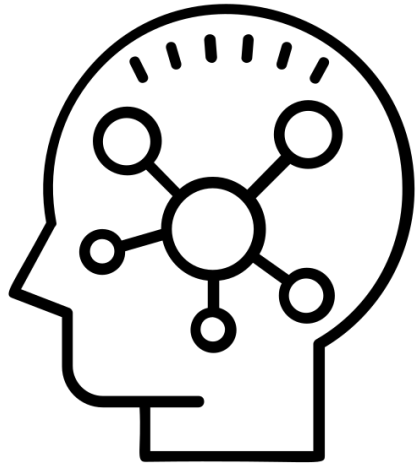
Pair / small group
discussion /
sharing with
whole class /
podcasting?

A specific learner group



- Think of these three aspects, for one class you're teaching now.
- Can you post this on my Padlet?
- And please, keep the Padlet open on your browser.

A specific learner group



- Think of these three aspects, for one class you're teaching now.
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Coming up, in this session...

Outline some guiding principles
in lesson planning

Set out 'game rules' for 'Pron
Work' in our lesson plan

Collectively brainstorm available
teaching options

Practise the skills we'll discuss
later in the session

Some guiding principles in lesson planning

'The plan' is an organic process, not necessarily formal

The plan should respond to our learners' needs

Feel free to adapt the plan as you teach

If institutionally constrained, adapt and supplement

Lessons should have a clear sense of direction, achievable aims

Activities are logically sequenced to achieve lesson aims

Timing? Allow for flexibility

Vary activity types and lesson approaches

'Pron Work' Game Rules

I'll show you lesson situations throughout the session.

You'll all help me make planning choices.

For every decision we make, keep these in mind:

Intelligibility is the key

Vowel length, consonants
and sentence prominence

Lingua Franca Core

Raise learners' awareness
of pron features

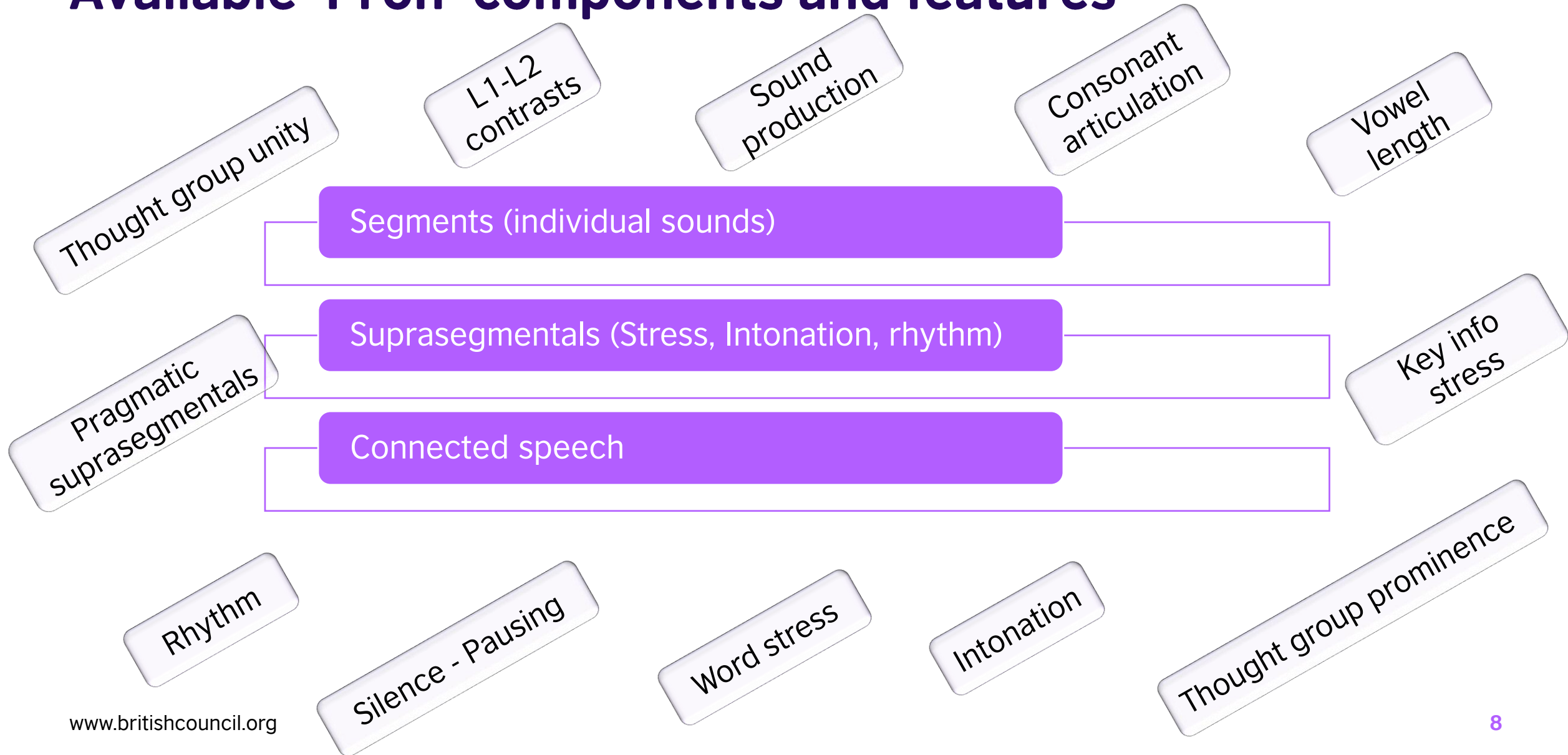
There should be some
perception training

It's fine to give your
learners explicit
instruction

Learners should practise
the features somehow

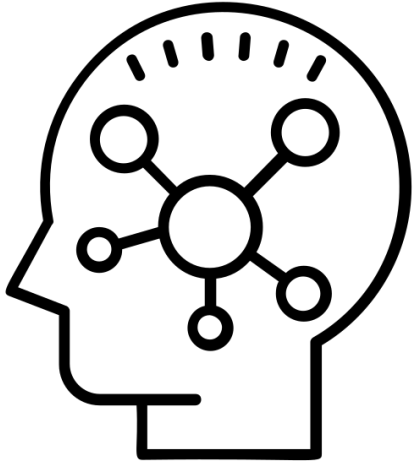
Give your learners
feedback

Available 'Pron' components and features



A specific learner group

Think of...



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Narrative tenses:
Past simple vs
Past continuous

Task
types



Pair / small group
discussion /
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podcasting?

Writing a learning aim that includes 'pron'

So, my students are...

Intermediate
adult students
Cantonese
speakers

They're studying

Narrative tenses:
Past simple vs
Past continuous

What do they normally do?

Pair / small group
discussion /
sharing with
whole class /
podcasting?

My aim should include...

The target language

A real-life application

A context

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

Use past simple + past perfect sentences

To tell a short story about the past

In the context of meeting old friends over Zoom.

Writing a learning aim that includes 'pron'

The target language

Use past simple + past continuous sentences

A real-life application

To tell a short story about the past

A context

In the context of meeting old friends over Zoom.

When do people tell a story about the past?

Why would people ever tell a past story over Zoom?

What pronunciation features and skills would they need?



Writing a learning aim that includes 'pron'

The target language

Use past simple + past continuous sentences

A real-life application

To tell a short story about the past

A context

In the context of meeting old friends over Zoom.

When do people tell a story about the past?

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

Why would people ever tell a past story over Zoom?

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

What pronunciation features and skills would they need?

Pausing between background event and main event

What else?

Writing a learning aim that includes ‘pron’

When do people tell a story about the past?

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

Why would people over tell a past story over Zoom?

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

What pronunciation features and skills would they need?

Pausing between background event and main event

What else?

Now that we have some features in mind...

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

Raise learners' awareness of pron features

Bring learners' attention to how other speakers use inter-clause pausing

Intelligibility is the key

There should be some perception work

Learners listen to conversations and determine whether the speakers used pausing

Vowel length, consonants and sentence prominence

It's fine to give your learners overt instruction

Present and model how you'd introduce pauses between background and main event

Lingua Franca Core

Learners should practise the features somehow

Learners control-practise pausing, and then move on to freer-practice activities

Give your learners feedback

Teacher does delayed error-correction.

Another example

Learner
group

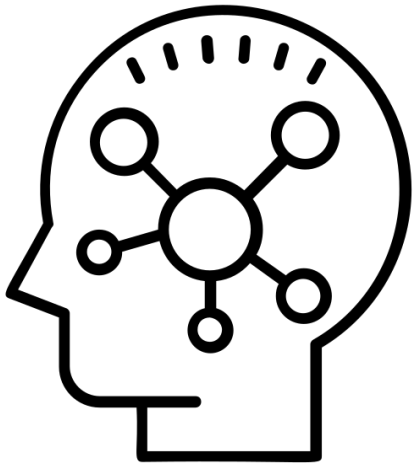
B1 Secondary
Students
L1 = Cantonese

Target
language

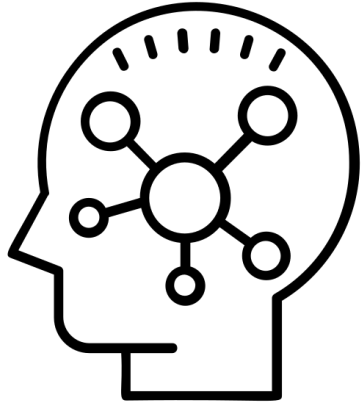
2nd Conditional
(Imaginary situations in
the present or future)

Task
types

Very scaffolded pair
and small group work,
They need access to
functional language in
discussion tasks



Again, we need a learning aim



Learner group

B1 Secondary Students
L1 = Cantonese

Target language

2nd Conditional
(Imaginary situations in the present or future)

Task types

Very scaffolded pair and small group work, They need access to functional language in discussion tasks

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

The target language

A real-life application

A context

Use 2nd conditional sentences

To talk about things they would change in their lives

Negotiating chores with parents and teachers

Again, we need a learning aim

The target language

Use 2nd conditional sentences

A real-life application

To talk about things they would change in their lives

A context

Negotiating chores with parents and teachers



What pronunciation features and skills would they need?

Clausal intonation (thought group)

What else?

Now that we have some features in mind..

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

	Raise learners' awareness of pron features	
Intelligibility is the key	There should be some perception work	
Vowel length, consonants and sentence prominence	It's fine to give your learners overt instruction	
Lingua Franca Core	Learners should practise the features somehow	
	Give your learners feedback	

Review / Reflection

Would you like to...
complete my **quiz**?



Join the 'Pronthusiast' community!

IATEFL Pronunciation Special Interest Group (PronSIG)

The screenshot shows the PronSIG website homepage. At the top, there is a navigation bar with the PronSIG logo and links for HOME, EVENTS & WEBINARS, BLOG, SPEAK OUT! JOURNAL, and JOIN PRONSIG!. Below the navigation bar, there are three main content areas:

- Event Listing:** A card for a webinar on 19 March 2022 at 12:00 PM UK TIME. The title is "Research-informed pronunciation instruction: Best practice recommendations". It features a "FREE WEBINAR" badge and a photo of Anastazija Kirkova-Naskova. The text describes the webinar's focus on research-informed pronunciation instruction and provides a registration link: www.iatefl.org/events/340.
- Blog Post:** A card for a blog post titled "Pronunciation and the four skills". It features a graphic with an ear, a lightbulb, and a pen. The text mentions the PronSIG Pre-Conference Event (PCE) at IATEFL 2022 on 16 May 2022. A "READ MORE" link is visible at the bottom.
- Blog Post Preview:** A card for a blog post titled "Understanding some essential terms and definitions in L2 pronunciation teaching and learning". It features a graphic with a yellow balloon and a blue background. A "BLOG" link is visible at the bottom.

At the bottom right, there is a "TWITTER" section showing a tweet from PronSIG (@PronSIG) about a Thursday Throwback.

Join the 'Pronthusiast' community!

British Council
Teaching English

The screenshot displays the British Council Teaching English website. At the top, there are logos for the British Council and BBC, and the text 'TeachingEnglish'. Below the logos is a navigation menu with links for 'Professional development', 'Publications', 'Teaching resources', 'News and events', and 'Training'. A search icon is located on the right side of the menu.

Teaching resources

Here you can find a wide range of practical resources to use in your classroom, whether you are teaching primary students, secondary students, or adults and business students. There are over 400 full lesson plans to choose from, covering different topics and themes, all organised according to the levels of the Common European Framework of Reference for languages (CEFR).

We also have shorter activities, as well as ideas for using songs, poems and stories to help your learners improve their English in engaging, motivating and enjoyable ways.

All of our practical materials are written by experts in English Language Teaching and are free to download.

Choose the age group you teach

Teaching primary
This section is for teachers of primary children up to 12 years old learning English. Find lesson plans, activities, stories and poems, songs and teaching tools to help you in your primary classroom.

Teaching secondary
This section is for teachers of secondary children aged 13 to 17 years old learning English. Find lesson plans, activities, stories and poems and teaching tools to help you in your secondary classroom.

On the right side of the page, there are two featured sections: 'Teaching English Africa' with an image of a woman in a purple patterned shirt, and 'Climate Action in Language Education' with an image of a river flowing through a lush green forest. Below these is an 'A - Z of Content' section with a grid of letters from A to Z, and a list of content items including 'A night out in Newcastle', 'A Boyhood Home', 'A business letter', 'A Child's Christmas in Wales', 'A Christmas Carol', 'A Christmas lesson', and 'A class magazine'.

Join the 'Pronthusiast' community!

Follow the
TeachingEnglish
Facebook page

