


Spring 5-18-2017

No More Games: A Pronunciation Guidebook for New EFL Teachers Working in Asian Countries

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University of San Francisco

**No More Games:
A Pronunciation Guidebook for New EFL Teachers
Working in Asian Countries**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Chiara Coombs
May 2017

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in

TEACHING ENGLISH AS A SECOND LANGUAGE

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

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ACKNOWLEDGEMENTS

The completion of this project would not have been possible without the support of many people. I must first thank my family who supported me mentally and financially throughout graduate school and encouraged me to pursue this degree: Kasandra Klassy, Christopher Roscoe, Teresa Payne, Paul Green, Joia Kopelow, and Dan Kopelow. I would also like to thank my friends that took care of me and made me laugh through the process when I needed it: Audrey Ha, Tor Helmer, Hannah Howard, Cari Westbrook, and my colleague and friend Hynhee Kwak.

This project would not have been possible without the following pronunciation teachers that contributed to the project by talking to me about their methods and materials for teaching: Michele Carver, Cynthia Pike, Bonu Ghosh and Melody Noll along with the teachers that have inspired me throughout my teaching career thus far: Angela Blackwell, Curt Stanford, and Dr. Popal. I must also express my deepest gratitude to my thesis advisor, Dr. Garcia, who was always clear with instructions and held me to deadlines.

I would also like to thank my workplace, the English Studies Institute, for being patient and flexible with me and always making school a priority: Chris Carlisle, Stephen Dalton, and Mimi Ritzema.

Finally, I want to dedicate this project to all teachers for your selflessness and commitment to the development and growth of others.

ABSTRACT

Many cram schools in Asia and online TESOL certificate programs often do not include training focused on pronunciation instruction. Consequently, teachers lack confidence and skills to teach pronunciation. The area of instruction is commonly ignored, and a need exists for instructional materials designed for new EFL teachers to support their students. This guidebook is a tool for inexperienced pre-service or in-service EFL teachers who plan to teach abroad. The overall purpose of the project was to raise the level of pronunciation training for inexperienced teachers, give them confidence to include it as a part of their curriculum, and to instill a desire for them to become self-learners of pronunciation features in English and across languages. The materials were developed based on communicative teaching strategies and include suggestions for assessing, monitoring, and providing feedback to learn.

CHAPTER I INTRODUCTION

Statement of the Problem

During my 15 months living and teaching in Seoul, South Korea, I was one of many native English teachers who arrived with little or no teaching experience. I had just finished my degree in Economics from a small women's liberal arts college and an online certificate course from the American TESOL Institute that was required by the company that hired me. I had done my research and knew what to expect in terms of logistics, but I did not anticipate the feelings that I would experience because of my limited teaching experience. These experiences formed my desire to develop a pedagogical foundation and became the impetus for my research interests.

Within six months of arriving in Korea, a significant problem became very apparent as I was promoted to the head-teacher position at my branch location in Gwangjin-gu. My responsibilities included training new English as a Foreign Language (EFL) teachers who came to work at my campus after they attended a mandatory week-long training at headquarters. My company hired native English speakers each quarter for annual contract positions: therefore, a new teacher arrived on campus every 3 months in need of hands-on training using my employer's curriculum and textbook. This often resulted in issues that impacted their teaching effectiveness and student learning.

I observed teachers who finished their lessons before class was over, leaving them with unplanned instructional time to fill. New teachers usually lack the materials and ideas to improvise. A "bag of tricks" with crossword puzzles, word searches, and anything to "entertain" students was passed down from teacher to teacher to fill up this

extra time. Now, I realize much of what I observed was connected to the type of training EFL teachers receive.

With respect to my training, I was required to complete an online certificate program during my year-long contract. I found my online TESOL Certificate Training Program from a Google search. After paying five hundred dollars for the certificate, I completed it online in less than three days. I could not find practical use for any of the material because it was general and outdated. Many short in-person certificate training programs and online training programs designate cash as the only entry of requirement Liyange, Walker, and Singh (2015). Because of these minimal standards and entrance requirements in Korea, I observed the result: inadequate teachers and ineffective teaching practices. I was surprised by this because I thought the high demand for teachers would correlate with quality training. However, my observations were corroborated by Nunan's (2002) study documenting inadequately trained teachers in a study conducted in the Asia-Pacific Region.

Furthermore, I quickly learned that pronunciation is not included in any online certificate programs or pre-work training, leading to another problem that is common in Asia. Native speakers are hired as representatives of the English language, yet their knowledge is implicit and they cannot answer pronunciation questions or provide pronunciation feedback to their students. According to Phillipson (2003), native English speakers, by birthright, have the core qualification to get hired (Liyange, Walker, and Singh, 2015). The problem is that most Native English speakers do not know how to teach English because their implicit understandings have not been made explicit through training. Furthermore, they lack a basic understanding of the major phonological

differences between English and Korean. In other words, there is a lack of understanding about the concept of language families.

The origins of Korean are still debated and under investigation (Brown & Yeon, 2015). There are multiple hypotheses: the Altaic hypothesis, the Austronesian hypothesis, the Altaic/ Austronesian hypothesis, the Dravidian hypothesis, and the Nostratic hypothesis (Lee & Ramsey, 2000). Nonetheless, English has different roots and comes from the Germanic language family (Yule, 1985). This is important because there are multiple theories of language acquisition that examine the role that the first language (L1) plays in second-language (L2) phonology acquisition. Pronunciation books encourage teachers to consider their students' native languages when thinking about the pronunciation priorities and needs of their students (Avery & Ehrlich, 1992; Celce-Murcia, Brinton, & Goodwin, 2010). I experienced problems teaching pronunciation in my classrooms because I was not aware of how to tailor my lessons to these differences.

During one class, I told my middle-school TOEFL prep classes that I would be going to Fukuoka, Japan for the weekend. I was met with many confused looks ending with me pointing to a map and one student exclaiming, "Oh, Hukuoka!" If I had been cognizant of the phonological differences between Korean and English, I would have responded to my student by spending classroom time working on the place and manner of articulation for /f/. Similarly, when incorrect word stress placement rendered my students' speech incomprehensible, I did not know that this was essential feedback in their L2 learning process from which I could create a pronunciation lesson.

Native Korean speakers will face huge obstacles learning English because the sound systems are drastically different (Avery & Ehrlich, 1992). To summarize some of

the major phonetic differences, “Korean has few word-final consonants and lacks both initial and final consonant clusters” (Avery & Ehrlich, 1992, p. 138). Furthermore, Korean speakers will have problems between voiced and voiceless sounds. Beyond the phonemes, Koreans may have difficulty with stress, rhythm and intonation in English. The information below (Avery & Ehrlich, 1992) shows the differences and should be the focus of the teacher for students with a Korean language background. This information can be found along with problems of other selected language groups in *Teaching American Pronunciation* (Avery & Ehrlich, 1992, p. 111-157):

Consonant Problems: Korean does not have the sounds /f/ and /v/, there are no voiced fricatives so learners substitute voiceless stops or affricates for English voiced fricatives, Korean has aspirated voiceless stops and unaspirated voiceless stops but no voiced stops, Korean /s/ is pronounced as /sh/, Korean students will substitute /l/ for /r/ in the initial position, and they will substitute the aspirated /t/ for /th/.

Vowel Problems: tense vs. lax vowels

Stress: Korean speakers will use a higher pitch on the initial syllable of a word or phrase and need to be taught about English stress.

Rhythm: Korean is a syllable-timed language and will have problems with vowel reduction and English rhythm.

Intonation: Pitch functions differently in Korean, so learners maybe have problems with intonation patterns in English.

I did not teach pronunciation in the classroom because I had not been trained. Similarly, Macdonald (2002) found that many teachers lack confidence, feel reluctant to assess and monitor students, and feel they lack suitable materials for teaching

pronunciation. This study shows us that teachers need professional development in the area of pronunciation. English pronunciation is still neglected in EFL classrooms in Asia, largely due to a lack of instruction strategies and techniques (Wei, 2006).

If trained ESL teachers hesitate to teach pronunciation, where does this leave new EFL teachers who lack training? In Korea, native speaking English teachers are not prepared to teach pronunciation because online TESOL certificate programs and many cram schools in Asia do not cover pronunciation as part of their teaching training programs. The dearth of teacher training in pronunciation, the lack of professional standards related to teaching pronunciation, and the resultant poor teacher performance in this area have lead me to the purpose of the project, which is to raise the level of pronunciation training for inexperienced EFL teachers.

Purpose of the Project

A need exists for trained pronunciation teachers in Asia and for pronunciation materials. The purpose of this project is to create a guidebook for preservice or in-service EFL teachers who plan to teach abroad or who currently abroad. Morley (1991) cites multiple sources of literature that identify groups of learners that are at a professional or social disadvantage due to poor pronunciation. In the EFL setting, Morley (1991) mentions three: international business workers in various fields, college and university professors or scholars in higher education, and students who want to attend English-speaking colleges. The guidebook provides training to teachers who work with these groups of learners.

The guidebook gives inexperienced EFL teachers tools to teach pronunciation and suggestions for further study. The guidebook follows the framework of a communicative

language teaching approach and contains the following: an introduction to teachers about why it is important for them to teach pronunciation, an overview of the components of teaching pronunciation, sample lessons, instructions on assessment and student needs, and a chapter on additional resources for study.

Theoretical Framework

This field project is supported by the theory of communicative language teaching (CLT) and task-based learning theory (TBLT). The overall goal of this project is to train teachers to assess student pronunciation problems and to provide practical, formative feedback about students' specific problems of comprehensibility. CLT and TBLT are important for teachers because the focus is on communication in the target language rather than learning about the grammatical structure of the language. It is especially important for students who have studied English in Asian countries where the focus of study has been on memorization and grammar.

Communicative theories about language learning stemmed from the work of the sociolinguist Dell Hymes. He developed the theory of communicative competence in reaction to Chomsky's theory of competence vs. performance arguing that it omits everything of sociocultural significance. He illustrated that there are sociolinguistics rules for speaking in a community and that sociolinguistic competence means knowing when to use appropriate language in a community (Hymes, 1992). In his research, he examined first language acquisition like Chomsky. However, he concluded that children learn more than the linguistic rules of a language. "They acquire competence as to when to speak, when not, and as to what to talk about, with whom, when, where, in what manner"

(Hymes, 1971 p. 277). The field of sociolinguistics bloomed from his ideas and other researches continued his work.

From this theory, Michael Canale and Merrill Swain (1980) analyzed existing theories of communicative competence and developed their own principles to be used in second language methodology and second language assessment in the classroom. Based on those analyses, they developed five guiding principles for the communicative approach and outlined ways to adopt the theoretical framework into four areas in the second language teaching classroom: syllabus design, teaching methodology, teacher training, and materials development. Furthermore, they discussed implications of the communicative approach for second language testing.

After the communicative approach was introduced, (TBLT) was introduced by David Nunan with the idea that learners will need to communicate outside of the classroom. TBLT is a methodology students have to learn language to complete tasks (Harmer, 2007). David Nunan (1991) proposed five approaches to communicative language teaching in order to connect classroom instruction with language used outside the classroom, including:

- 1) emphasizing learning to communicate through interaction in the target language,
- 2) introducing authentic texts into the learning situation.
- 3) providing opportunities for learners to focus not only on the language but also on the learning process itself,
- 4) enhancing the learner's own personal experiences as important contributing elements to classroom learning, and
- 5) attempting to link classroom language learning with language activation outside

the classroom.

In order to connect language understanding with language use outside the classroom, this guidebook will incorporate Nunan's five principles along with Canale's and Swain's five guiding principles of communicative language teaching.

Significance of the Project

Asian countries hire many inexperienced teachers who lack training in all language skill areas, but teaching pronunciation has been ignored the most out of these skill areas (Derwing & Munro, 2005; Hismanoglu & Hismanoglu, 2013; Macdonald, 2002; Morley, 1991; Wei, 2006). Thus, this project provides several major benefits to new EFL teachers who move abroad and lack experience.

Firstly, the teacher's guide provides an overview of the pronunciation features in English and practical ways to use this new knowledge in the classroom. This gives new teachers skills and confidence to include it as a part of their curriculum. Secondly, the teacher's guide includes a sample lesson to use in class along with a list of reviewed resources for them to continue their development in teaching pronunciation. Lastly, the training helps teachers learn to monitor and assess pronunciation problems with learners and suggests ways to respond to feedback from students.

The field project also provides benefits for EFL learners. It provides students ways to practice pronunciation on their own and demystifies the process. For example, EFL instructors can show students how to look up word stress on their own in different dictionaries along with teaching them how to use online dictionaries. It helps them to be more cognizant of pronunciation features in their L1 as well as their L2. This project empowers students to continue practicing pronunciation beyond the classroom.

Definition of Terms

- Asia Pacific Region: It is a geographic area that encompasses China, Hong Kong, Japan, Korea, Malaysia, Taiwan, Vietnam (Nunan, 2003).
- Communicative Language Teaching (CLT): an approach to language teaching that is based on learning through using language rather than learning about language (Yule, 1985).
- Cuisenaire rods: small blocks of wood that are different colors and lengths. They were originally used for math, but they are useful for teaching pronunciation and grammar along with other various classroom activity applications.
- Fidel charts: a chart that represents the possible spelling patterns for each sound in English (Celce-Murcia et al., 2010).
- Intelligibility: the extent to which a listener understands an utterance or message (Derwing & Munro, 2005).
- Lingua Franca: a common language used to communicate in situations in which speakers of different languages interact (Wardhaugh & Fuller, 2015).
- Minimal-pair drill: a technique wherein the teacher demonstrates sounds by using words that differ only by a single sound in the same position in both words. For example, sheep /siyp/ and /sIp/ ship (Celce-Murcia et al., 2010).
- Pronunciation: It refers to “a range of pronunciation teaching practices” (Morley, 1991).
- Sound-color charts: a pronunciation tool for teaching English with a chart representing the vowel and consonant sounds of English (Celce-Murcia et al., 2010).

- Task-based Learning Theory (TBLT): using activities involving information exchange and problem-solving as a way of developing language (Yule, 1985).
- World Englishes: the many and varied dialects of English spoken in different parts of the world, including not only American and British English, but such varieties as Indian, Pakistani, Australian, and New Zealand English, as well as the English spoken in various African and Asian countries. Retrieved from <http://www.dictionary.com/browse/world-englishes>

CHAPTER II REVIEW OF THE LITERATURE

Introduction

The purpose of this project is to train inexperienced EFL teachers in the use of techniques to incorporate pronunciation lessons into their classroom. Inexperienced teachers almost universally lack confidence and skill in teaching pronunciation. Morley (1991) examines the future for pronunciation teachers and some of the problems areas that they face. He writes about the following:

1. A need to equip initial and in-service teachers with training in English phonetics and phonology,
2. A continuing need for developing pronunciation/speech activities, tasks, materials, methodologies and techniques,
3. The need for evaluative measures and methods to quantify changes and improvement in the learner,
4. A need for controlled studies of changes in learner pronunciation patterns, and
5. A need for research in second language phonology.

This review of literature will address areas that directly correspond with these needs and focus on three areas: historical practices for teaching pronunciation, current practices and research in English as an International Language, and strategies for teaching in Asia.

The first section provides a historical overview of pronunciation pedagogy and prior attempts to address the problem areas listed above. In the TESOL field, many educators still discuss the degree to which pronunciation should be explicitly taught in the classroom and *if* it should be taught at all.

The second section examines current teaching methods related to English as an International Language (EIF) and how they fail to meet the needs and goals of learners in EFL settings. The final section first examines current strategies for teaching in Asia, then examines challenges related to using my two theoretical frameworks as teaching practices in Asian countries: communicative language teaching (CLT) and task based learning theory (TBLT). This literature review supports my project because it informs my pedagogical approaches to teaching pronunciation in Asia and the creation of this guidebook.

Historical Practices for Teaching Pronunciation

According to multiple sources (Celce-Murcia et al., 2010; Derwing & Munro, 2005; Hismanoglu & Hismanoglu, 2013; Macdonald, 2002; Morley, 1991; Wei, 2006), pronunciation instruction has been ignored. Research and development in this skill area also falls behind the four main skill areas of second language acquisition: reading, writing, listening, and speaking. These authors ask why this area is ignored and why many teachers lack skills and confidence in this area. Answering these questions requires examining how past practices have informed current methods in the field. This section provides an overview of the role of pronunciation teaching in curricula from the 1940's until now.

1940s and 1950s

Pronunciation teaching was important in the classroom because it was relevant to some of the core teaching methodologies of the time. Marianne Celce-Murcia (2010) outlines some of these methods in her book *Teaching Pronunciation*. Pronunciation was emphasized in audiolingualism in the United States and in the oral approach in Britain. In

both methods, the teacher explicitly teaches pronunciation by modeling sounds and having students repeat them. The teacher also uses IPA and visuals to demonstrate the sounds along with using the minimal-pair drill.

1960s and 1970s

In the beginning of the 1960s, questions arose about the importance of teaching pronunciation and if it should be taught (Morley, 1991). The cognitive approach deemphasized pronunciation and gave more importance to teaching grammar and vocabulary because its proponents argued that native-like pronunciation couldn't be achieved and wasn't worth the time teachers spent using it (Celce-Murcia et al., 2010). This period was detrimental to the area of pronunciation and many programs dropped pronunciation training along with textbooks. It wasn't until the 1970's that educators and researchers began to look for changes to address problems resulting from the omission of pronunciation training.

1980s and 1990s

Dr. Caleb Gattegno's silent way approach was introduced and emphasized accuracy of sounds similar to that of audiolingualism. The learner did not learn the phonetic alphabet explicitly but rather through the discovery of the sounds through visual tools: sound-color charts, fidel charts, and Cuisenaire rods (Celce-Murcia et al., 2010). Furthermore, communicative language teaching (CLT) stressed that communicating should be the center of language teaching curriculum. If the purpose is to communicate, then the teacher should focus on learner comprehensibility to enable learners to communicate effectively.

The 1980's ushered in a huge increase in the number of resource books on teaching pronunciation, English language reference books, pronunciation-focused papers, and journal articles that reflected renewed efforts to incorporate pronunciation teaching into the classroom (Morley, 1991). This important time of development left the field with the idea that teaching pronunciation was not about creating native-like speaking prototypes. Instead, the goal of instruction became intelligibility in pronunciation to cultivate communicative competence and help students to be understood in a global language (Morley, 1991).

Present

CLT is still used in many ESL and EFL settings. Textbooks urge teachers to prioritize comprehensibility over trying to acquire a native-like accent (Avery & Ehrlich, 1992; Celce-Murcia et al., 2010). Celce-Murcia et al. (2010) provides teachers a comprehensive list of commonly used materials and methods. The authors note that pronunciation instruction is a problem in CLT because the method does not explicitly outline ways to teach pronunciation as a means to enhance communication.

Current Practices and Research in English as an International Language (EIL)

Most English language learners live in EFL (English as a foreign language) settings rather than ESL (English as a second language). Recent research focuses on introducing students to a variety of world Englishes rather than acquiring the pronunciation of a specific, preferred version of English (Bruthiaux, 2010). World Englishes refer to the spread of English in a global context; it does not refer to any one circle or any specific variety. Still, it can be broken up into three categories or varieties: countries where English language has its origins, varieties that have developed in

countries where English has a long history due to colonization, and developing countries where English is used for international purposes (Kachru & Nelson, 2006). What does this mean for language instruction in Asia? The next section discusses several current practices and strategies for language teaching methodology.

The majority of English interactions occur between non-native speakers, and they use English as a Lingua Franca (Reed, 2012). A Lingua Franca is a common language used to communicate in situations in which speakers of different languages interact (Wardhaugh & Fuller, 2015). Jenkins (2000) wrote that learners with a goal of speaking English as a Lingua Franca (ELF) may be differentiated from learners of English as a Foreign Language (EFL). He suggests that this affects the focus of pronunciation learning: ELF learners might prefer to learn core pronunciation features that are vital for international intelligibility while EFL learners might aim for native-like pronunciation. Critics of this theory have pointed out that this goal marginalizes EIL (English as an International Language) speakers, separating them from the native-speaking community rather than helping them (Reed, 2012).

The strongest argument for an ELF model is that a focus on integrating students into a target culture or model accent (such as one from inner-circle countries such as Britain, the U.S., Canada, Australia or New Zealand) will not benefit them if they are going to be using English as a Lingua Franca (McKay, 2003a). As a result, less focus is placed on learners learning about the culture of the target language and an increased emphasis on helping native English speakers to understand the needs and culture of the non-English speaking countries.

Throughout the available literature about global issues and the issues of teaching pronunciation, we can see that globalization and the spread of English creates a complex situation that requires EFL teachers to think differently about the goals and needs of their learners. A qualitative study to investigate prospective EFL teachers' awareness of the importance of PI (Pronunciation Instruction) in a new curriculum that highly valued teaching communicative listening and pronunciation with the idea of English as a Lingua Franca highlights some of the implications for PI in a global setting (Hismanoglu & Hismanoglu, 2013). Two of their recommendations stress the importance of teaching in the international community: 1) Curriculum and syllabus designs should be in line with the needs and expectations of L2 learners by identifying their problems and establishing appropriate intercultural communication principles and objectives, and 2) Selected course books should display samples of non-native speech varieties of English.

Strategies for Teaching in Asia

The history and current practices sections discussed multiple methodologies of teaching and how they affected the practices of teaching pronunciation. Recent research has focused on English becoming a Lingua Franca for EFL learners, that we should adopt the EIL model because international students' needs are different than they have been in the past (McKay, 2003a). This section will move from looking at the needs and goals of international language learners to examining current teaching methodologies in Asia and the difficulties of taking western models of teaching to Asia.

In Asia, teachers need to consider that prevalent teaching methodologies differ from predominant approaches to teaching language in Western (native English speaking) countries. The differences in culture and educational practices need to be taken into

account. Successful language learning in one culture might not match success in another (Wang & Hill, 2011). What are some of the differences in teaching methodologies?

Recent Western approaches have focused on implicit instruction and student-centered learning classrooms while many Asian countries are influenced by Confucian ideas and a focus on the accuracy of the form of a language. Flowerdew & Miller (1995) examined academic lecture styles and the differences between the learners as well as the lecturer style. These differences are outlined in the following table (Flowerdew & Miller, 1995 p 348).

Table 1. *Confucian and Western values as they relate to academic lectures*

Confucian

Respect for authority of lecturer
 Lecturer should not be questioned
 Student motivate by family and pressure to excel
 Positive place on effacement and silence
 Emphasis on group orientation to learning

Western

Lecturer valued as a guide and facilitator
 Lecturer is open to challenge
 Student motivated by desire for individual development
 Positive value placed on self-expression of ideas
 Emphasis on individual development and creative of learning

Due to the differences in culture, we must examine the background culture of our learners when implementing Western teaching practices into an Asian context. Wang and Hill (2011) examined multiple sources of research that have shown that Western teaching approaches have not always been successful in Asia. For one, it is difficult to implement communicative teaching practices into extremely large classes (McKay, 2003b). Teachers have felt stress trying to incorporate this method into their classroom because monitoring

and giving students time to speak in a large class poses many problems. Furthermore, the CLT methodology that serves as the major teaching method in Western countries might not be effective to apply to countries with more traditional teaching methods unless we learned to seamlessly incorporate them into traditional teaching methodologies.

My theoretical framework is supported by communicative language teaching (CLT) and task based learning theory (TBLT). While these teaching methods have many strengths, they have been developed in Western countries based on needs, values, and goals of Western education. The problem with applying it to Asian learners is that their needs differ. However, researchers also see advantages in incorporating CLT principles into already existing traditional teaching methods such as the grammar translation method and the audiolingual method (He, 2014). These traditional methods should not be completely abandoned because the learners value and can benefit from focusing on form and grammatical structure through pattern drills. He (2014) recommends that teachers balance CLT with other teaching approaches.

Furthermore, other traditional teaching methodologies such as PPP (present, practice, produce) were regarded as ineffective when CLT was introduced. Still, Wang & Hill (2011) point out their effectiveness. In PPP the teacher scaffolds the lesson by presenting a topic, providing various kind of controlled form-focused exercises, and ends the lesson with freer practice activities focused on language production. Research is not suggesting that PPP and other traditional methods be abandoned in favor of CLT. However, we can't expect CLT to meet the needs of all learners (McKay, 2003a). Teaching methodologies should respect the local culture and take into account the unique

way that learners are interacting with English (McKay, 2003a). In conclusion, balancing traditional teaching methods and communicative teaching models will benefit learners.

Summary

English language education has changed in the past seventy years and will continue to do so as English becomes a language spoken by more non-native speakers in multilingual communities than native speakers. Research now focuses on global Englishes and how the needs of English learners are expanding due to globalization. For many, English is a language that non-native speakers from different backgrounds use to communicate. Pronunciation teachers need be cognizant of these changes. They can help their students comprehend different varieties of English and help them attain the communicative competence to communicate with English speakers from different language backgrounds.

Furthermore, English language educators must think carefully about their chosen teaching methodologies. Research shows that traditional methods should not be abandoned because they are effective practices for students. Western teaching methods such as CLT are becoming more popular in Asia due to Western influence, and literature shows that the strengths of these methods are highlighted when the principles are combined carefully with traditional approaches. CLT is not an effective method when educators don't respect and value the culture of their students

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This pronunciation guidebook is for inexperienced EFL teachers that are planning on working abroad and need an introduction to teaching pronunciation. There are five chapters in the guidebook. The guidebook uses simple language and explains terms that new teachers might hear at their new jobs but not understand. There is also a glossary in chapter six for the teachers to use as a reference guide.

Chapter 1 The Sounds of English

Chapter Goals:

- ▶ Introduction and definitions
- ▶ International Phonetic Alphabet (IPA)
- ▶ Introduction to the Sounds of Speech website: Understanding manner and place of articulation & voiced and voiceless sounds.
- ▶ Teaching Tips

This chapter introduces IPA to help new teachers become familiar with phonetic symbols and how to use them in the classroom. It has examples of pronunciation exercises in textbooks and highlights some teaching tips. The chapter also introduces an online teaching tool, “The Sounds of Speech Website.” The website has interactive mouth diagrams that show the manner and place of articulation. The chapter has screenshots of the website to teach teachers how to navigate the website. The last part of the chapter has teaching tips for teachers about researching selected language groups, incorporating minimal pair exercises and short lessons on –s, and –ed word endings.

Chapter 2 Word & Sentence Stress

Chapter Goals:

- Syllables & word stress
- Sentence stress and reduced words: What is the most important word?

The second chapter defines word stress and covers word stress patterns and rules for numbers, two-syllable nouns, two-syllable nouns and verb pairs, reflexive pronouns, abbreviations, phrasal verbs, and suffixes. This section also defines the differences between stress-timed languages and syllable-timed languages. It covers the content words which are stressed: nouns, main verbs, adjectives, adverbs, interjections, wh-words, negative auxiliaries and provides examples.

Chapter 3 Student Assessments

- How to assess student problems
- Recommended speaking and listening diagnostic tests

This chapter focuses on how to monitor and assess students. It has a list of textbooks that have diagnostic tools for pronunciation. The chapter also has tips about how to monitor students and provide feedback along with tips about incorporating authentic listening materials in to the classroom.

Chapter 4 Resources & Materials

- Introduction
- List of recommended materials from teacher interviews

This chapter has a list of resources and materials that are recommended by pronunciation teachers in the Bay Area. The recommendations came from informal interviews. The list gives inexperienced EFL teachers ideas about what textbooks they can try in their classroom.

Chapter 5 Additional Topics for Study

- Reductions
- Word connections and linking
- Intonation

This guidebook doesn't cover all pronunciation topics, so I provided a brief description of some important pronunciation topics that new teachers should study on their own. The topics that I included are topics that are commonly covered in any pronunciation book. The topics are as follows: reductions, word connections and linking, and intonation.

Chapter 6 Glossary

- Compound nouns, content words, EFL, ELL, ESL, Function words, IPA, intonation, linking & word connections, manner of articulation, minimal pairs, phonemes, place of articulation, reduced words, sentence stress, stress-time language, syllables, voiced and voiceless sounds and word stress

The glossary will be useful for new teachers because they will hear many of these terms at their job that they aren't familiar. The language that I used for the definitions is simple, and they can refer to the glossary when teaching.

Development of the Project

I first studied pronunciation in-depth in my pronunciation course at UC Berkeley Extension. For this project, I went through my coursework and compared it with many pronunciation textbooks to make a list of the pronunciation topics that I wanted to include in the guidebook. I chose topics that were problematic for me when teaching in Korea because of my lack of training. For example, my teaching materials in Korea had IPA symbols and minimal pair activities, but I did not understand how implement these kinds of activities into my classroom.

I have used the Sounds of Speech Website to see the manner and place of articulation in the mouth, so the project goes into detail about how to use the website. I have also recommended this site to students if they have pronunciation problems with specific sounds and need a visual to learn how to produce the sound. This website is a crucial part of my project, so it was important for me to obtain permission to use the screenshots of the website to teach inexperienced teachers to understand and use it on their own.



chiaracoombs . <chiaracoombs@gmail.com>

Mar 19 ☆



to uirf ▾

Dear University of Iowa Research Foundation,

I am a graduate student at the University of San Francisco. I'm in the process of completing a thesis for my MA in Teaching English to Speakers of Other Languages. I am writing to ask for permission to use screenshots of the **Sounds of Speech website** for my field project. (<http://soundsofspeech.uiowa.edu>)

I am creating a guidebook for new EFL teachers that are going to work abroad in Asian countries and lack training in pronunciation. In chapter 1 of my guidebook, I will explain IPA and would like to use screenshots from your **website** as a visual for them to see how **sounds** are created. I would also like to walk them through the logistics of how to use the **Sounds of Speech website**. As a teacher, I've found your **website** incredibly useful for my own professional development in teaching ESL.

The thesis is for educational use only and not for profit. I will be submitting my thesis to USF in the beginning of May.

I look forward to your response.

Sincerely,

Chiara Coombs



Moon, Jerald B jerald-moon@uiowa.edu via iowa.onmicrosoft.com

Mar 30 (13 days ago) ☆



to Shannon, me ▾

Dear Chiara –

Thank you for your email. You have permission to use screen shots of the **Sounds of Speech website** for your field project. Please be sure to appropriately cite the source of the material you use.

Good luck with your project, and thank you for the positive feedback. I'm pleased to know that the site is a useful resource for you and the students you work with.

Kind regards,

Jerry Moon, PhD
Professor
Director of Undergraduate Studies
Dept. Of Communication Sciences & Disorders
University of Iowa

From: chiaracoombs . [<mailto:chiaracoombs@gmail.com>]

Sent: Wednesday, March 29, 2017 12:55 PM

To: Department of Communication Sciences & Disorders <speech-path-aud@uiowa.edu>

Subject: Fwd: Permission to use screenshots

...

This project focuses on what I think teachers will need to know when they are teaching abroad and less on what pronunciation topics they should teach to students. However, the introduction letter explains the importance of focusing on teaching the topics that will improve student comprehensibility based on giving assessments to students and from monitoring in class. I also focused on using simple language and attempted to not overwhelm the teacher with too much new information. As mentioned

before, the goal of the guidebook is to spark their interest and identify reasons to the teacher that they should self-study.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This project focuses on finding solutions to the problems that I experienced in South Korea while teaching English. Along with many teachers, I had limited teaching experience and felt frustrated in the classroom. I self-taught myself in the areas that I felt deficient. I observed inadequate teaching and ineffective teaching practices in pronunciation and want to provide teachers with solutions to this problem. Pronunciation is not included in online certificate programs or pre-work training for most jobs, leading to a large problem in Asia. Native English teachers can't explicitly teach pronunciation and answer questions. They also have little knowledge about the concept of language families and phonological differences between languages resulting in ineffective teaching.

In my research, I found multiple sources that confirmed that teaching pronunciation has been ignored in Asian countries. Many inexperienced teachers are hired who lack training in language skill areas, and teaching pronunciation has been ignored (Derwing & Munro, 2005; Hismanoglu & Hismanoglu, 2013; Macdonald, 2002; Morley, 1991; Wei, 2006). There is a need for trained pronunciation teachers, and there are major benefits for new EFL teachers and students in the countries that they plan to work in.

This guidebook is an introduction to the teacher about why we should teach pronunciation and guides the new teacher to be a self-learner in this area by directing them to resources that can save time and money. Inexperienced teachers face a huge learning curve, and the guidebook simplifies this process. The overall goal is to raise the

level of pronunciation training for preservice or in-service EFL inexperienced EFL teachers. The guidebook also incorporates important tips that I've learned in graduate school and in my teaching career such as the importance of incorporating authentic listening materials, assessing students, and providing feedback. Teachers will benefit from these tips early on in their teaching career rather than later.

EFL learners that are disadvantaged due to poor pronunciation will benefit because the guidebook will empower them to practice pronunciation on their own. In the guidebook, EFL instructors will learn how to help students to look up word stress in their dictionaries. The guidebook also shows teachers how to use a website to learn and then teach the sounds of English. Students can also use this website to become more cognizant of pronunciation features in their L1 as well as their L2.

Recommendations

This project is the very beginning of work that I hope will save teachers valuable time. I have found that existing training materials are not user-friendly. The project can be distributed to new teachers and existing EFL teachers as a free resource, and I will update the list of recommended materials throughout my teaching career as I meet more experienced professionals. I hope to use this as a personal resource to train teachers and edit it as I see changes that need to be made. I will ask other teachers in the field for feedback on the project.

I also plan to use the material to develop a one-hour presentation on teaching pronunciation for new teachers. In Korea, my company asked teachers to present at company training workshop weekends about topics they felt passionate about. I will use

the same material but condense it and change it to fit the format of a lecture with handouts.

As I reflect on this project, I think about Chapter 3 of *Pedagogy of the Oppressed*. Pablo Freire talks about how an educator's role is to not impose our world on the people, but how we must have a dialogue about their view and ours (Freire, 1970). When I read his work, I think of how it relates to my teaching and how I want to train teachers to teach pronunciation. I emphasized the importance of researching students' needs and focusing on empowering students to communicate better by focusing on what impedes communication rather than spending time on problems that don't need to be fixed. I hope that new teachers will learn this early on in their careers and pass it along to their colleagues.

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Pronunciation Guidebook
for
EFL Teachers

By Chiara Coombs

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To the Teacher

I began teaching in Seoul, South Korea with limited teaching experience. I struggled to give students constructive feedback about their pronunciation problems because they lack of training. Online TESOL programs and in-house training sessions focused on teaching speaking and writing, but the topic of pronunciation is rarely covered.

This guidebook is a simplified introduction to teaching pronunciation. Why is it so important to teach? One of my favorite professors in graduate school would often talk about the importance of giving students power through their language. For example, educators have contrasting opinions about teaching slang. My professor argued that it is not helpful because we need to give our students more power through the language we teach them. They might be able to understand conversations in more contexts, but will the language empower them?

We want to help our students to be understood clearly and to understand. We must prioritize comprehensibility. *“The goal is to help them communicate more effectively. If they are not able to understand spoken English well, or if they cannot be understood easily, they are cut off from the language, except in its written form.”* --Judy Gilbert *Clear Speech From the Start*

When you start your journey as an educator and as a pronunciation teacher, ask yourself if the language you are teaching empowers your students. Are you helping them to be understood so that they can succeed better in their future? The goal is not to teach them to speak the way you do with your accent, but it is to help them become effective communicators in their second language for the context that they will communicate in.

Sincerely,

Chiara Coombs

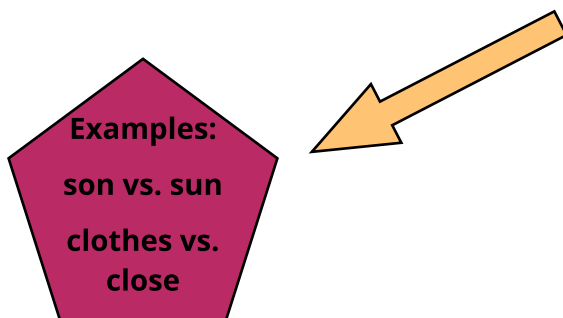
Chapter 1 The Sounds of English

Chapter Goals:

- ▶ Introduction and definitions
- ▶ International Phonetic Alphabet (IPA)
- ▶ Introduction to the Sounds of Speech website: Understanding manner and place of articulation & voiced and voiceless sounds.
- ▶ Teaching Tips

What is the International Phonetic Alphabet (IPA)?

IPA is an international set of symbols that represent the sounds of spoken language. Often times in English, the spelling has little to do with the pronunciation of a word. This can be incredibly confusing for language learners coming from a different language.



This guidebook will cover the vowel and consonant symbols of IPA. Many teachers wonder if they should use the IPA symbols when they are teaching in the classroom. There are different philosophies and it depends on the needs of your learners. For advanced students that are in a course solely dedicated to pronunciation, it can be helpful to show students the pronunciation of a word using symbols if they are familiar with them or if you cover them as a part of your class curriculum.

All of the IPA symbols are notated in slashes and are specific to a language. These individual sounds are called phonemes and come from Latin or Greek.

Example:

The word *nice* is notated in IPA as /nays/

wow is /waw/

Teaching Tip

There are many sets of symbols for IPA, so the symbols will sometimes vary between textbooks. As you teach more, you will become familiar with the differences and you can research them online.

Examples of IPA symbols in textbooks

Which country begins with each sound? Write the name of the country next to its first sound.

Japan	China	Canada	Poland
Thailand	Switzerland	Mexico	Greece
United States	Spain	France	Russia

- | | |
|--------------|---------------|
| 1. /p/ _____ | 4. /tʃ/ _____ |
| 2. /k/ _____ | 5. /y/ _____ |
| 3. /t/ _____ | 6. /dʒ/ _____ |

Adapted from Grant, Linda, Well Said Intro: Pronunciation for Clear Communication

Listen. Then say each word until you can say it easily.

/e/	/i/	/aɪ/	/o/	/u/
rain	please	wife	road	true
explain	repeat	mine	soap	juice
bake	complete	arrive	soapy	excuse

Adapted from Gilbert, Judy, Clear Speech From the Start

Sound Symbols

Consonants

Word	Symbol
pat	/p/
bat	/b/
tie	/t/
dart	/d/
cow	/k/
got	/g/
fire	/f/
van	/v/
think	/θ/
they	/ð/
sat	/s/
zoo	/z/
shoe	/ʃ/
beige	/ʒ/
hat	/h/
charge	/tʃ/
job	/dʒ/
mit	/m/
nice	/n/
ring	/ŋ/
like	/l/
rope	/r/
win	/w/
yes	/j/

Vowels

Word	Symbol
tree	/i/
mit	/ɪ/
ate	/e/
bet	/ɛ/
at	/æ/
path	/ɑ/
zebra	/ə/
sun	/ʌ/
bird	/ɜ/
farmer	/ɝ/
you	/u/
foot	/ʊ/
toast	/o/
tall	/ɔ/
mom	/ɑ/

Diphthongs

tie	/aɪ/
now	/aʊ/
toy	/ɔɪ/

Manner, Place, and Voice

Sounds have a manner and place of articulation. Manner refers to the way the sound is produced. The place of articulation refers to the places in the mouth that move to control air. Air is constricted or obstructed to create the sound. Consonant sounds are voiced or voiceless. If you put your hand on your throat when you say a sound that is voiced, you will feel your vocal chords moving. Try this by putting your hand on your throat as you say the sound. Note: make sure to make the sound and not say the letter name. Try it with /p/ and /b/. Do you feel your vocal chords vibrate for one of the sounds?

Most consonant sounds come in pairs such as /p/ and /b/. /P/ and /b/ are produced in the same same place of the mouth with the tongue in the same place. The voiced sound is /b/ and the unvoiced sound is /p/. The sounds of Speech Website (<http://soundsofspeech.uiowa.edu/english/english.html>) is an excellent resource to demonstrate this. You can click on each sound and see what parts of the mouth are moving to constrict or obstruct the air flow.

This is what the website looks like when you click on /p/ and then on /b/, and I will review each part step by step using the same symbols.

Phonetics: The Sounds of American English

consonants | manner | place | voice | vowels | monophthongs | diphthongs

stop | fricative | affricate | nasal | liquid | glide

Stops

Voiced	Voiced	
/p/	/b/	Bilabial
/t/	/d/	Lingual-alveolar
/k/	/g/	Lingual-velar

/p/ play

animation with sound | step-by-step description

fonetiks | anatomy | feedback

/p/ play

pot | happy | top

Note:
The following pictures on the website serve as a guide to understand how to view the site!

Phonetics: The Sounds of American English

consonants | manner | place | voice | vowels | monophthongs | diphthongs

stop | fricative | affricate | nasal | liquid | glide

Stops

Voiced	Voiced	
/p/	/b/	Bilabial
/t/	/d/	Lingual-alveolar
/k/	/g/	Lingual-velar

/b/ play

animation with sound | step-by-step description

fonetiks | anatomy | feedback

/b/ play

ball | taboo | rub

<http://soundsofspeech.uiowa.edu/english/english.html>

Manner of Articulation

When you click on the first tab that says manner of articulation, there will be 6 subsections for the different places of articulation: stop, fricative, affricative, nasal, liquid, and glide.

Phonetics: The Sounds of American English

consonants — **manner** — place — voice — vowels — monophthongs — diphthongs

stop — fricative — affricate — nasal — liquid — glide

Stops
Voi cel ess Voi ced

A **stop** is a consonant characterized by: (1) complete obstruction of the outgoing airstream by the

Try clicking on the stops. You will see that six sounds appear: /p/, /b/, /t/ /d/, /k/, /g/. The sounds are all made the same way, and there is a description of how the sound is made.

Stops
Voi cel ess Voi ced

/p/ /b/ Bil abial

/t/ /d/ Lingua-
al veolar

/k/ /g/ Lingua-
vel ar

A **stop** is a consonant characterized by: (1) complete obstruction of the outgoing airstream by the articulators, (2) a build up of intraoral air pressure, and (3) a release.

◀ Select from the list of sounds on the left to see the animations and video for that sound.

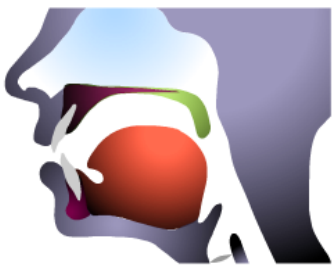
Try selecting the sound /p/. You will see a mouth diagram. There is an animation with sound where you can see how the sound is created. You can also click on the step-by-step description to go through a more detailed description of how the sound is made.


Stops
Voi cel ess Voi ced



/p/ /b/ Bil abial

/t/ /d/ Lingua-
al veolar

/k/ /g/ Lingua-
vel ar

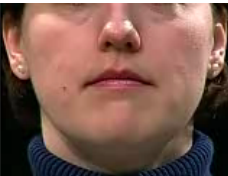
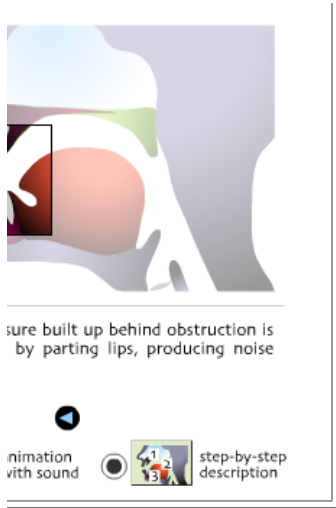



/p/  play


 animation with sound  step-by-step description


Manner of Articulation


On the right hand side, you can see a real person make the sound and click on audio examples of it used in a word.



/p/ 

 pot

 happy

 top

Phonetics: The Sounds of American English

consonants — manner — place — voice — vowels — monophthongs — diphthongs

stop — fricative — affricate — nasal — liquid — glide

Stops

Voicelless	Voiced	
/p/	/b/	Bilabial
/t/	/d/	Alveolar
/k/	/g/	Velar

... a consonant characterized by: (1) complete obstruction of the outgoing airstream by the articulators, (2) a build up of intraoral air pressure, and (3) a release.

◀ Select from the list of sounds on the left to see the animations and video for that sound.

Note: You can also see the place of articulation listed next to the sound without clicking on the place of articulation tab. For /p/ and /b/ the manner the place of articulation is bilabial. Let's look at how the program demonstrates the place of articulation.

Place of Articulation

Click on place of articulation, and you will see a drop down menu of 7 options: bilabial, labiodental, linguadental, linguaalveolar, linguapalatal, linguavelar, and glottal. Before we categorized sounds by the manner of articulation, and now we are categorizing them by place.

Phonetics: The Sounds of American English

consonants — manner — place — voice — vowels — monophthongs — diphthongs

bilabial labio-dental lingua-dental lingua-alveolar lingua-palatal lingua-velar glottal

Place of articulation refers to which articulators are involved in the production of a particular sound.

Choose one of the buttons in the second row to see the list of sounds for that category.

Click on the first tab, bilabial. It lists the bilabial sounds; they are the sounds made from contact between your upper and lower lips including /p/, /b/, /w/, /m/.

Bilabial

Voiceless Voiced

/p/ /b/ Stop

/m/ Nasal

/w/ Glide

Bilabial refers to a speech sound, such as /b/, produced by contact of the upper and lower lips.

Select from the list of sounds on the left to see the animations and video for that sound.

Voiced and Voiceless Sounds

Organize the sounds by voiced and voiceless by clicking on the voiced or voiceless tabs.

Phonetics: The Sounds of American English

consonants — manner — place — voice — vowels — monophthongs — diphthongs

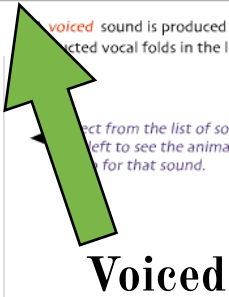
voiced voiceless

Voiced

Voiced sound is produced with vibration of the vocal folds in the larynx.

/b/	/d/	Stop
/g/		
/v/	/ð/	Fricative
/z/	/ʒ/	
/dʒ/		Affricate
/m/	/n/ /ŋ/	Nasal
/l/	/r/	Liquid
/w/	/j/	Glide

Select from the list of sounds on the left to see the animations and video for that sound.



Voiced

Phonetics: The Sounds of American English

consonants — manner — place — voice — vowels — monophthongs — diphthongs

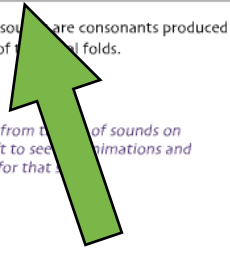
voiced voiceless

Voiceless

Voiceless sounds are consonants produced without vibration of the vocal folds.

/p/	/t/	Stop
/k/		
/f/	/θ/	Fricative
/s/	/ʃ/	
/h/		
/tʃ/		Affricate

Select from the list of sounds on the left to see the animations and video for that sound.



Voiceless

Teaching Tips for Chapter 1

- I. Researching Selecting Language Groups
- II. Minimal Pairs
- III. Word Endings (-s ending and -ed ending)

I. Researching Selecting Language Groups

As an EFL (English as a Foreign Language) teacher, you will most likely be teaching students who all share a common native language. While pronunciation problems will vary from student to student, you will probably notice that your students struggle with similar problems because they are all coming from the same language. For example, Korean speakers typically struggle with the sounds /f/ and /v/ because they do not have the sounds in their language. Can you imagine trying to produce a sound as an adult that you have only heard before and not made in your own language? It will be extremely helpful as an EFL teacher to get to know the language your students are coming from by researching these phonetic differences.

Suggested materials: *Teaching American English Pronunciation* by Peter Avery and Susan Ehrlich. This text has an entire chapter that covers problems of the following language groups: Arabic, Chinese, Farsi, French, German, Greek, Hindi and Punjabi, Italian, Japanese, Korean, Polish, Portuguese, Spanish, and Vietnamese.

II. Minimal Pairs

Minimal pair practice is a technique that many teachers use to help students differentiate between similar sounds. Students need to be able to hear the difference between sounds before they can produce (make) the correct sound. Minimal pairs are words that are exactly the same except for one sound.

Examples

ship vs. sheep

sat vs. set

rice vs. lice

crap vs. crab



**Be careful! Listen
for mistakes that
will confuse the
listener**

You might need to explain how the sounds are different based on the categories we learned about: place and manner of articulation, and voiced vs. voiceless sounds. You can refer to the Sounds of Speech Website to see the mouth diagrams. Try doing a simple search online for minimal pairs practice activities and materials.

IV. Word Endings (-s ending and -ed ending)

Many words in English end in more than one consonant, and the pronunciation is difficult for learners coming from languages that don't have consonant clusters (consonants with no vowels in between them). This is especially difficult when the consonant sounds are at the end of the word such as the *-s ending* and the *-ed ending*.

-s ending

Sound	Rule	Examples
Voiceless sound	Add an /s/ sound	/t/ is voiceless, so we had the /s/ sound cats
Voiced Sound	Add a /z/ sound	/d/ is voiced, so we add the /z/ sound /dædz/
/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/	Add a syllable /əz/	kiss --> /kɪsəz/

Adapted from Grant, Linda, "Well Said Intro: Pronunciation for Clear Communication"

-ed ending

Sound	Rule	Examples
Voiceless Sound	Add a /t/ sound	ask --> add a /t/ sound
Voiced Sound	Add a /d/ sound	cause--> add a /d/ sound
If the word ends in /t/ or /d/	Add the syllable /əd/ or /ɪd/	add--> add ed to make added

Chapter 2 Word & Sentence Stress

Chapter Goals:

- ▶ Syllables & word stress
- ▶ Sentence stress and reduced words: What is the most important word?

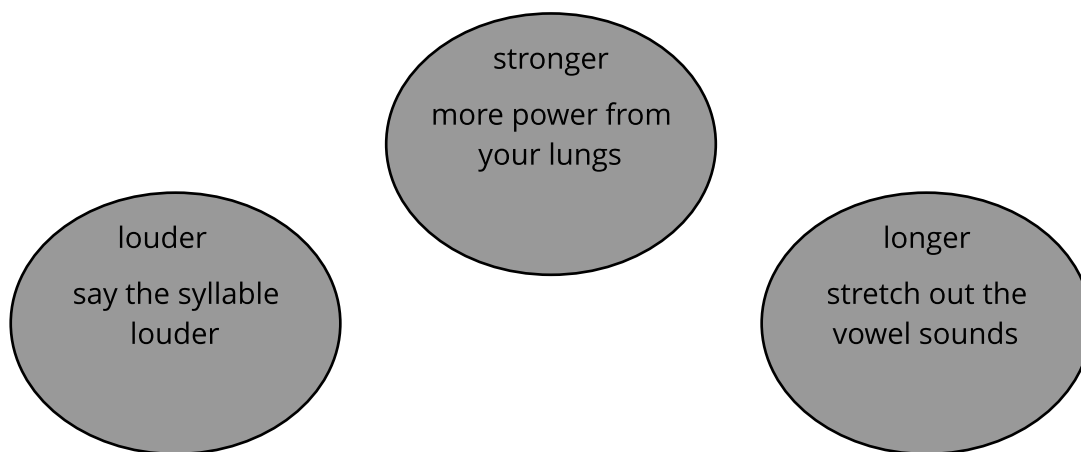
Introduction

We learned about the phonetic sounds in English. For English Language Learners (ELL), word and sentence stress is difficult along with phonetic sounds because English has many rules for assigning word stress compared to other languages. Some languages have regular word stress patterns where the same syllable is stressed in every word. In English, this is not the case. As a teacher, you will need to start becoming familiar with word and sentence stress patterns to help your students pronunciation when they are misunderstood.

Stressed Syllables

Syllables are stressed by saying the unit louder, stronger, and longer. See the diagram below.

Word Stress



Word Stress: Movie Clip Example

Dialogue from the movie, *View from the Top* (2003)

Context: The training program manager (Mike Meyers) is training the woman (Christina Applegate) to become a flight attendant.

Note: The capitalized letters are the syllables that are stressed!



Christina: ASSes the window

Mike: Laughs. Okay, stop.

Christina : What?



Mike: It's aSSES the window, not ASSes the window

Mike: You put the wrong emPHAsis on the wrong sylLAbLe

Check out the Youtube link to hear this funny dialogue!

https://www.youtube.com/watch?v=pmh_6z9AWfc

Have you ever heard a student make mistakes by putting the wrong emphasis on the wrong part of the word?

Word Stress

Numbers

Stress in numbers: The teen numbers are usually stressed in the -teen syllable and the ten numbers are usually stressed in the first syllable.

fifTEEN, sixTEEN, sevenTEEN

FIFty, SIXty, SEVenty

Nouns

Stress in 2- syllable nouns: Stress the first syllable of most two-syllable nouns (about 90% of them follow this rule).

CARpet

REcord

COUNtry

Stress in compound nouns: The stress is on the first word or the first part of the compound noun.

WHITEhouse

BEDroom

NOTEbook

Tips for Nouns:

Compound nouns are words that are made from two words together. There are three written forms that the compound nouns will take and they are still pronounced as one word with the primary stress on the first word.

1. a space between words (cell phone)
2. hyphenated (six-pack)
3. closed with no hyphen or space (baseball)

Adapted from Grant, Linda, Well Said Intro: Pronunciation for Clear Communication & from Bianchi-McElwee, Shoshana, Teaching Pronunciation as a Communicative Skill Reader.

Word Stress

Two- Syllable Noun and Verb Pairs

Stress in two- syllable noun and verb pairs : Some words in English can be nouns and verbs, but they have different stress patterns to differentiate their pronunciation. Note: They have the same spelling. Can you see the pattern?

Nouns	Verbs
INcrease	inCREASE
PROduce	proDUCE
EXport	exPORT
REcord	reCORD
REfund	reFUND
UPgrade	upGRADE
EScort	esCORT
UPset	upSET
CONtest	conTEST

Teaching Tip:

Please teach your students how to look up word stress in their dictionaries. There are different systems for marking word stress, so it is important to help students know how to research this on their own without your help.

You can give them a worksheet to fill out with questions such as the following:

- I. In your favorite dictionary, write their pronunciation for "banana" below" using the symbol they use.
_____.
- II. My dictionary marks the stress before/after/on top of the stressed syllable (circle one).

Adapted from S. Bianchi-McElwee, Teaching Pronunciation as a Communicative Skill Reader

The first syllable is stressed when it is a noun, and the second syllable is stressed to use it as a verb.

Reflexive Pronouns

Stress in reflexive pronouns: The second syllable usually takes the stress.

Examples:

mySELF

themSELVES

ourSELVES

Abbreviations

Abbreviations: Stress the last letter

Examples: YWCA, ATM, CIA

Word Stress

Phrasal Verbs

Stress in phrasal verbs: Stress the preposition

Turn ON

Passed OUT

Suffixes

Stress in suffixes: There are many rules for where to stress suffixes. Below is a quick summary of three rules.

- I. Stress the syllables with these: -ee, eer, ese, ette, esque, ique

Examples:

ChinESE, grotESQUE

- II. Stress the syllable before these: -ion, -ic, -ity, -ical, -ify, -ian, -ify, -ian, -ial, -ious/-eous, -graphy, -logy

Examples:

geOGRAPHY, elecTRICity,

- III. Stress the two syllables before this: -ate

Examples:

ESTimate, CALculate

Note: There will be exceptions to these rules, so be careful! When you teach grammar and pronunciation rules, students will often times come up with an examples that don't follow a rule that you taught them. If you don't know why it doesn't follow the rule, you can tell them that there are some exceptions and that you will explain it later in detail. This will give you time to research the exceptions to the rules to give them accurate information if you don't know it off the top of your head.

Also, these are not *all the rules for word stress. You may find that textbooks have rules that are not covered in this guidebook.

Sentence Stress & Reduced Words

English is a stress-timed language. Some syllables are stressed and some are reduced. This also occurs at the sentence level. The content words are stressed while the words that aren't as important for meaning are reduced. Languages that are not stress-timed are syllable-timed languages, and the syllables are usually stressed for equal durations. If you try speaking English with this kind of rhythm, you might sound angry or robotic-like.

"Words have strong and weak beats. So do sentences: Strong beats receive stress. Weak beats do not. Like music or poetry, the pattern of strong and weak beats give English its rhythm."

From Grant, Linda, "Well Said Intro: Pronunciation for Clear Communication P. 68

Note: Content Words are usually stressed and stressed words are not usually stressed!

Content Words

Nouns	Main Verbs	Adjectives	Adverbs	Interjections	Wh-words	Negative Auxiliaries
girl	take	gorgeous	very	Wow!	why	can't
park	send	fine	quickly	Omg!	who	isn't
phone	recommend	nice	really	Aha!	what	don't

Structure Words

Articles	Prepositions	Pronouns	Auxiliaries	Conjunctions
a/an, the	in, at, on, under	he, she, it, they	can, do, is	for, and, but, yet, so

Examples:

The **park** is **gorgeous** today.

That **girl** is **very** nice.

Rule: Structure words are usually reduced, and the vowel sounds change to /ə/ or /ɪ/.

Tables are adapted from Grant, Linda, "Well Said Intro: Pronunciation for Clear Communication

Chapter 3 Student Assessments

- ▶ How to assess student problems
- ▶ Recommended speaking and listening diagnostic tests

How to assess pronunciation problems: Working on pronunciation takes time and lots of practice. As a teacher, you should help guide your students to focus on what will help them to be understood more clearly. The goal is to help them communicate better, so focus on what is impeding communication. There are many materials out there that have assessments, and I will list a couple of them. Overall, you want to get some kind of speaking sample or talk to your students in person to assess their pronunciation.

Note: This is NOT comprehensive list. The list comes from interviewing current pronunciation professionals to get feedback on how to assess students. Many experience teachers have informal ways of assessing students and may not need to use textbook materials to do so, but this is a good place to start.

I. *Grant, Linda, Well Said Intro: Pronunciation for Clear Communication (2017)*

The first chapter of this book is about pronunciation needs and goals. The students answer some interview questions and then record themselves reading a paragraph to submit to the teacher. The teacher then fills out the pronunciation needs form to assess errors.

II. *Gilbert, Judy B. Clear Speech From the Start (2012)*

The teacher's book contains a listening and speaking diagnostic test for students. The listening part is important because how you listen is related to speaking clearly. The text suggests giving the test again at the end of a course to track student progress.

III. *Celce-Murcia, Brinton & Goodwin, Teaching Pronunciation: A course book and reference guide (2010)*

This book contains a lengthy chapter about diagnostic evaluation and also argues that listening discrimination skills are a very important part of using correct pronunciation. The chapter offers many different kinds of diagnostic tests along with advice about how to offer feedback to students.

More recommendations from talking to teachers in the field:

- I. You can assess students using a round robin style of presentations that are short where you use a rubric to write down any pronunciation problems that arise.
- II. Have the students sent a recording of simple dialogues or conversations that focus on whatever the class is currently studying

Tip 1: Use authentic materials

Research has shown that there is a discrepancy between the language that is taught in textbooks and the language that we actually USE as speakers. For listening and speaking activities many ESL teachers take care to develop and use materials that are authentic and use real-life language.

When you look at new textbooks, ask yourself if the language that is taught will be useful for your students. If not, you might want to develop your own activities and dialogues that use real-life language. You can also do this by using some of the following in your class: songs, podcasts, and Ted Talks. Be creative!

Tip 2: Monitoring and feedback in class

The more you can monitor your students, the more information you will get about how to help them. Monitoring can mean many things, but the important thing is to walk around the room and listen to your students. Give your students a group or pair activity and listen to where they have trouble in the activity. The problems that come up are clues as to what you need to focus on. You might notice that many of the students are having the same problems. If that is the case, you might need to reteach something that they didn't understand.

Chapter 4 Resources & Materials

- ▶ Introduction
- ▶ List of recommended materials from teacher interviews

Introduction: The following list was obtained from informal interviews through email or in person with professionals in the ESL field in the San Francisco Bay Area that teach or have taught pronunciation classes. This is NOT comprehensive list. The purpose of this list is to give you an idea of what is out there so that you can begin to compile your own list of materials.

Recommended materials:

Focus on Pronunciation 2: Intermediate Pronunciation and Speaking for Learners of English by Beverly Beisbier (2012): This book has diagrams of mouth positions and minimal pair activities.

Sounds Great 2 (old book) (1994): Simple pair work activities and can be paired with *Puppies or Poppies ESL Bingo*.

Puppies or Poppies ESL Bingo by Elizabeth Kuizenga Romijn (1998): Listening exercises in the format of bingo games that can be used for sound discrimination practice.

Online resource and practice for students:

BBC Learning English: Online standalone courses to study English along with some popular programs to study English such as 6 minute English, The English We Speak, and Lingohack along with many video tutorials about the Sounds of English.

<http://www.bbc.co.uk/learningenglish/english/hygiene>

English News in Levels: Audio and written news in three different levels. There is a diagnostic test that helps students to place themselves in the correct level. This website would be good to work on listening, reading, and pronunciation.

<https://www.newsinlevels.com/#>

Chapter 5 Additional Topics for Study

- ▶ Reductions
- ▶ Word connections and linking
- ▶ Intonation

Teaching Tip!

Some pronunciation topics were not covered in detail in this handbook. The handbook serves as an introduction and is not comprehensive. The following topics are taught in every pronunciation class. You can find these topics covered in most pronunciation books or find more information and teacher exercises online.

Reductions

When you listen to English, you will hear that the words that carry meaning are stressed and the less important words are weak. The weak words are called reduced words. Many textbooks and materials have exercises for students to comprehend and use reductions in their speech.

Word Connections and Linking

In written English, you can see where one word ends and another begins. When you are speaking, it is difficult for learners because native speakers sometimes don't always leave space between words and link them together to make it more fluid. Linking and reductions go together because when two words are linked together, a part of the word will be reduced in order to make this happen. For example, say the following sentence: I won't walk with you. Native speakers will not release the sound of the /t/ in won't before saying walk. Linking exercises are covered in most pronunciation textbooks.

Intonation

When we ask questions in English we have rising falling or rising intonation depending on the intonation type. For example, Y/N questions have rising intonation: Are you having a good day? This sounds very strange if you say it with falling intonation!

Chapter 6 Glossary

- ▶ Compound nouns, content words, EFL, ELL, ESL, Function words, IPA, intonation, linking & word connections, manner of articulation, minimal pairs, phonemes, place of articulation, reduced words, sentence stress, stress-time language, syllables, voiced and voiceless sounds and word stress

Compound Nouns

Compound nouns are words that are made from two words together. There are three written forms that the compound nouns will take and they are still pronounced as one word with the primary stress on the first word.

Content Words

These are the important words in a sentence that carry meaning: nouns, main verbs, adjectives, adverbs, interjections, wh-words, and negative auxiliaries.

English as a Foreign Language (EFL)

Refers to the study of English in countries that don't use English as the primary language to communicate. For example, EFL teachers work abroad in countries that English is not spoken in such as Korea.

English Language Learners (ELL)

Students whose first language is not English and who are in the process of learning English. This is usually used as a more general term and could be describing an EFL or an ESL student.

English as a Second Language (ESL)

This term is different to EFL in that it refers to non-native speakers learning English in countries that DO speak English. For example, a Japanese student might come to Australia to study English. In this situation, they are an ESL student and the teacher is an ESL teacher and not an EFL teacher.

Function Words

Words that have little semantic (meaning) content of their own: articles, prepositions, pronouns,

Chapter 6 Glossary

International Phonetic Alphabet (IPA)

An international set of symbols that represent the sounds of spoken language.

Intonation

Sound changes in speech either by speaking something at a lower or higher pitch. A sentence can either have rising or falling intonation.

Linking and Word Connections

English has a rhythm, and the content words (the most important words) are stressed in order to emphasize the meaning of the sentence.

Manner of Articulation

Manner refers to the way the sound is produced. The airflow can be constricted or obstructed to create the sounds. There are six ways to produce the sound: stop, fricative, affricative, nasal, liquid, and glide.

Minimal Pairs

Minimal pairs are words that are exactly the same except for one sound. Minimal pair practice is a technique that many teachers use to help students differentiate between similar sounds. Students need to be able to hear the difference between sounds before they can produce (make) the correct sound.

Phonemes

The individual sounds of a language. If you break apart a word, it is made of of these individual sounds. For example, the word /boy/ has two sounds: /b/ and /ɔɪ/.

Chapter 6 Glossary

Place of Articulation

The place refers to the places in the mouth that control the air. There are seven places of articulation: bilabial, labiodental, linguadental, linguaalveolar, linguapalatal, linguavelar, and glottal.

Reduced Words

Sometimes, English speakers will use reduced forms of words. For example, native speakers will say gotta instead of got to. For non-native speakers, it can be confusing and they need practice listening to reduced forms of speech.

Sentence Stress

English has a rhythm, and the content words (the most important words) to understand that meaning of a sentence are stressed.

Stress- timed language

English is a stress-timed language. It has a rhythm to it because the content words receive more stress than the content words.

Syllables

A unit of pronunciation that contains a vowel sound and can also have surrounding consonants.

Chapter 6 Glossary

Voiced and voiceless sounds

Consonant sounds can be voiced or voiceless. You can feel your vocal chords moving for voiced sounds when you put your hands on your throat.

Word Stress

Words in English are emphasized on different syllables. Words in English can be unintelligible if the wrong syllable is stressed.

Chapter 7 Sample Lesson

Introduction

The following lesson is included to show you how you can incorporate pronunciation lessons into existing lesson plans. The lesson is for advanced students who work in international business settings and need practice using authentic language to express their opinions in a work setting. The lesson focuses on listening and speaking skills.

Pronunciation Tips

1. For the vocabulary section, cover the pronunciation features of each word. How many syllables does each word have? Where is the word stress? You can have the students look it up in the dictionary if they don't know.

2. This project did not cover how to teach linking, but a linking lesson could be incorporated into this lesson. For example, let's look at the first sentence of dialogue 1.

"Chiara: I'm so sorry I'm late, there was a lot of traffic today on the Bay Bridge. "

In this sentence, there are a number of pronunciation features that could be drilled with students. For example, there is a rule in linking where we link the final consonant sound in a word to the beginning vowel sound in the next word. It will then sound like the final consonant moves to the next word. This happens in "was a" and it sounds more like "wa zuh". The "a" is also a reduced sound and makes the sound of /ə/ schwa (see IPA symbols).

3. When you listen to students when you are monitoring, see what pronunciation problems they are having to guide your lesson!

Monitoring and feedback during this lesson

The lesson isn't complete, and there should be a production type activity at the end where the students practice using the language they learned. You could try a role play with students and walk around to listen to students speaking in groups. This is the a great time for getting valuable feedback. For pronunciation, you can listen for any common problems that the students are having and make a list. After the group work, you can provide feedback to the class as a whole on the board to pinpoint any pronunciation problems that came up.

Sample Lesson

Expressing Opinions



Learning to express opinions at work

- ▶ Express your opinions politely but clearly
- ▶ Listen and repeat to other's opinions
- ▶ Express disagreement politely but assertively

Writers & Photographers : Ayanna Osbourne, Chiara Coombs, Jaemin, Sara Ziogaas

Warm Up

Key Vocabulary

constantly, adverb: all the time, repeatedly

cut it out!, exclamation: said when you want someone to stop saying or doing something: *also stop! enough!*

distracted, adjective: unable to pay attention to something/someone because you are worried or thinking about something else

drop it!, exclamation: said when you want someone to stop talking about a particular topic

exhausted, adjective: very tired

give it a rest!, exclamation: said when you want someone to stop talking about a particular topic; see *cut it out!*

out-of-town, adjective: away from the place you live

workplace, noun: the office, factory, etc. where people work

Talk about your experience

- How do people at your workplace talk or act when they disagree with a boss or co-worker?
- How do you show that you disagree with someone at work?



Dialogue 1, Part 1: Arriving Late



Chiara is an employee who often arrives late to work and frequently sends text messages during business meetings, so Ayanna is upset with her. Ayanna is upset at Sara too because she is also using her phone during

Chiara: I'm so sorry I'm late, there was a lot of traffic today on the Bay Bridge.

Ayanna: This is the third time that you have arrived late this week, and we can't wait for you every time.

Chiara: I'm sorry for taking up your time. I didn't realize that you would wait for me to start the meeting.

Ayanna: Yes, we can't start until everyone is here.

Chiara: Okay. I will make sure to be on time from now on.

Language tip

Apologizing	Giving an excuse
I'm so sorry	There was a lot of traffic
I'm sorry for taking up your time	My son is sick today
Sorry for keeping you waiting	My car broke down



Dialogue 1, Part 2: Being Distracted



Just a few minutes later Chiara and Sara are on their phones. Ayanna is upset at Sara too because she is also using her phone during the meeting.

Ayanna: Hello. Excuse me. I'm talking here. Can you two leave the phone alone during the meeting, please?

Chiara: Oh, sorry. I had to "like" my sister's Facebook post. She just got engaged. There. I'm done.

Sara: Well, sorry, but I am checking an email that I received from the city that I'm living in and they are threatening that they will cut the electricity if I don't pay the bill in two weeks and it seems kind of an emergency. I can't live without electricity. I mean who doesn't have electricity these days, don't you think?

Ayanna: Sara, just cut it out. You can pay the bill today when you get home after work. Electricity is not relevant to today's meeting plus you still have two weeks! You're being rude by making us waste our time.

Jaemin: Uh. Ayanna, please take a deep breath and try to calm down.

Check your Understanding:

1. What excuse does Chiara give for arriving late to the meeting?
2. Why is Ayanna upset in each of the dialogues?



Dialogue 2: Working with a co-worker

The manager, Ayanna, has just assigned Chiara and Jaemin to work together as partners. Chiara and Jaemin do not see eye to eye and conflict has arisen from them working together.

Jaemin: Ok, we've been assigned to work together, but I'd like to see if I can work with someone else.

Chiara: How come?

Jaemin: The last time we had to work together, you were late with your report.

Chiara: Well, I had some personal issues that kept me from being able to get the work done.

Jaemin: This is very important, and I'd like you to get your part done on time.

Chiara: Ok. As well, last time we worked together I feel you didn't give my ideas the value they deserved.

Jaemin: I'm sorry you felt that way. I thought you had a lot of great ideas.

Chiara: Hmm... So how about this, I'll make sure I get my work done on time and you

Check your Understanding:

1. Why do Chiara and Jaemin not want to work together?
2. Were Chiara and Jaemin able to work through their difficulties?



Dialogue 3: Expressing Disagreement



Chiara and Sara are having a hard time understanding what their manager Ayanna is talking about. Instead of clarifying the confusion, Ayanna becomes angry because she feels her employees are not listening to her when she is speaking. Let's look at how this situation can be resolved.

Chiara: I'm sorry that we are having a hard time understanding what you would like. Could you please calm down and let us know specific ways we can improve?

Ayanna: Yes, I would like for you to get your work in on time and show more interest in the company.

Sara: We can't get our work in time when you give us a new assignment every day. We don't have enough employees to complete the work that you are giving us, so we are constantly behind and exhausted.

Ayanna: No one has brought this to my attention before.

Chiara: I tried to the other day, but you were busy in a meeting.

Ayanna: I will try to get another employee on the project. Do you think that would help you?

Sara: Yes, that would help. Thank you!

Check your Understanding:

1. Why is Ayanna upset?
2. How is the situation resolved?



Dialogue 4: Scheduling another meeting

At the end of the meeting Ayanna wants to schedule a follow up meeting to follow-up on their progress

Ayanna: Can we meet at 2 o'clock on December 16th?

Sara: I'm free then.

Chiara: Sounds good.

Jaemin: If we have the meeting then, I might not be able to make it to my next meeting at 3 o'clock.

Ayanna: Okay, how about we push it earlier, to 1 o'clock. Does that work?

Jaemin: Sounds good.

Ayanna: Does that work for everyone?

Chiara: Sure

Sara: Yes, that's fine.

Check your Understanding:

1. What day did all the employees agree to meet on?
2. What time was the meeting rescheduled for?

Grammar: Using can, could, and would for offers

Study: Modals for offers

suggesting a time/date	agreeing to a time/date	rejecting a time/date
Could we meet at _____ on _____?	I'm free then.	I'm sorry, I have another meeting then.
Can we meet at _____ on _____?	That sounds good.	I can't, I'm out of town that day.
Would _____ be a good time for you?	Sure, that's fine.	I'm busy during that time.

Grammar Note

We use modal verbs can, could and would to offer to do things for people or invite them to do something. We also use them to make requests or ask permission to do something.

Tip: **Could** is more formal and polite than **can**.

Grammar Practice

Can/Could/Would for making appointments

Put the words in the correct order to make questions.

1. _____?

meet on at Sept. 16th 3pm Can we

2. _____?

at Wednesday on we 10:30am Could meet

3. _____?

Would a 2pm you time for be good

Try it out: How do you disagree?

A. Being assertive in expressing your opinion

Read each statement and decide if the speaker is being weak, assertive, or aggressive. Then share your opinion with your team and explain your reasons.

	Weak	Assertive	Aggressive
1. This is the only way			
2. How about trying			
3. We should do as I			
4. Well, if you must.			
5. I think this will			
6. I will follow			

B. Disagreeing Respectfully

The list below shows some poor examples of disagreeing with a co-worker. Match each one to a respectful way to show a similar meaning. Then create and add your own example to each column. Compare your answers with a partner.

Poor Way

1. That's the worst idea I've ever heard!
2. I have a bone to pick with you
3. You are not serious to think that'll work!
4. You never give an inch!
5. Get your facts straight, for once!
6. (Write your own example)

Respectful Way

- A. This requires some flexibility
- B. Maybe we should look at some other options too.
- C. Could you explain further? I don't quite see how that will work.
- D. Could we double check the data?
- E. I would like to talk over a problem with you.
- F. (Write your own example)
