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Teaching Reduced Forms: A Curriculum Guide for Junior High English Language Teachers Using Digital Technology Based Activities and Classroom Games

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University of San Francisco

**Teaching Reduced Forms:
A Curriculum Guide for Junior High English Language Teachers Using
Digital Technology Based Activities and Classroom Games**

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
Dion Sanchez
December 2017

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Digital Technology Based Activities and Classroom Games.**

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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:

Brad Washington

Instructor/Chairperson

Date

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ABSTRACT

Japanese English language students often struggle with listening comprehension when communicating with native English speakers due to the use of reduced forms. Native speakers use contractions, reductions, elisions, and linking in casual speech which sounds unfamiliar to students who have not been exposed to reduced forms in their classrooms. In order to facilitate improved listening skills and help students with speaking fluency, reduced forms ought to be taught in English classrooms.

While the use of reduced forms by native English speakers has been recognized as a problem for English students, incorporating reduced forms instruction into an English curriculum involves overcoming a perception that it does not conform to the communicative language teaching (CLT) approach that is used in many Japanese classrooms. Reduced forms have been taught using repetition drills that do not mirror the goals of CLT which include using discourse and real-world tasks to facilitate second language learning. Hence, the goal of this project is to teach reduced forms in a way that more closely reflects CLT.

The project is a curriculum guide that presents teachers with lesson examples of digital technology based activities and classroom games. The activities and games provide students with opportunities to not only practice reduced forms, but also use/develop cooperative learning skills and be involved in social situations where they have to use real world discourse/speech in order to complete the activities and be successful during game playing.

CHAPTER I INTRODUCTION

Statement of the Problem

Japanese English language learners, like other English learners, have a problem with listening comprehension when they participate in social interactions with native English speakers due to the use of reduced forms (Carreira, 2008; Ito, 2014; Kodera, 2012,). Kodera (2012) points out:

Japanese learners of English learn words in citation form but not in reduced form. In actual conversation, however, they most likely hear words in reduced form and have hard time figuring out what a native speaker is speaking to them. (p. 176).

In Ito's research (2014), language learners had success comprehending sentences that did not include reduced forms, however, they struggled with sentences that contained them. Moreover, the struggle with comprehending reduced forms was shown to be present across all proficiency levels. Hence, the language learner's difficulty with reduced forms is not due to a low-level ability since high-level or advanced learners also have problems with listening comprehension when reduced forms are present.

For language learners, reduced forms are encountered outside the language classroom and present significant listening comprehension challenges because students have been trained to listen for clear word distinctions or boundaries (Rosa, 2002). When native English speakers use reduced forms in social situations, to the language learner, it sounds like a different language than the English he/she has encountered in school. Moreover, Japanese high school students focus on reading in English, memorizing grammar forms, and *word-level* pronunciation. In some cases, this has led to the assumption that the pronunciation of words is connected with the spelling of words (Cahill in Underwood and Wallace, 2014). This invariably leads to difficulties

in listening comprehension as students have trouble adjusting to the flow of words (Kuo, 2016).

What are Reduced Forms?

Reduced forms, also referred to as connected speech and informal speech (Brown and Brown, 2006; Carreira, 2008; Brown and Hilferty, 2006), occur when native English speakers reduce question words (who, what, where, when, why, how, did), auxiliary verbs, modals, pronouns, conjunctions and prepositions (Moffie and Crawford, 2016). Examples of reduction include language such as, “I want to,” reduced to “I wanna” and “I have to,” reduced to “I hafta.” In addition to reduction, Brown (2006) lists contraction, assimilation, linking, and elision, as well as word stress, sentence stress, and timing as other types of reduced forms that make listening comprehension difficult for English learners. Here is a breakdown of several types of reduced forms outlined by Brown (2006).

Reduction	gonna / wanna / hafta / gotta
Contraction	I’m, don’t, she’s, they’ll, we’re, you’d
Elision	Occurs when a sound is omitted and it is a typical feature of “connected speech.” This kind of reduction occurs mainly in words ending with /t/ and /d/ and particularly when they are between two other consonants. Omission of /t/ in “last night”: /læsnaɪt/ Omission of /d/ in “old man”: /əʊlmæn/
Assimilation	It is an important feature of English in which a phoneme changes its quality due to the influence of a neighboring sound. Don’t you: /dɒntʃə/ ‘Don’ cha’

(Adapted from Brown and Brown, 2006)

While many language learners may have some familiarity with the use of contractions (I will ► *I'll*), assimilation and elision are not as recognizable. Assimilation occurs when a phoneme is changed due to its proximity to another phoneme. The phrase, “big car” is pronounced *bik kar*, because the g in ‘big’ is voiced, and if followed by an unvoiced consonant, the k in ‘car,’ the voiced consonant becomes unvoiced (Dinh, et al. 2013).

Elision differs from assimilation in that it involves the deletion of a vowel or consonant (Brown, 2006). Native English speakers commonly reduce a word like *chocolate* to just two sounds, *chak lut* (Brown, 2006). Other examples include four syllable words such as *in/te/res/ting*. Native English speakers often reduce it to three sounds with the third syllable deleted, *in/trə/stɪŋ*. Without an understanding of these sound changes, English language students will struggle with listening comprehension and will not be able to reproduce them in verbal interactions.

Purpose of the Project

The purpose of the project is to provide pre-service and in-service English language teachers with a curriculum guide that will help them to teach reduced forms using digital technology and classroom games. I have chosen this project because while there are numerous resources that emphasize the importance of teaching reduced forms, there are limited resources on how to teach them. While reduced forms are taught using drills and listening dictation exercises, this project supplements the traditional approach with games and activities that make learning reduced forms fun and motivating for students.

The project will impact the classroom in two different ways. First, by providing activity and game suggestions it will enable teachers to get a jump start on adding reduced form instruction to their curriculums. In addition, the activities and games that are suggested in the

guide will help make the classroom a student-centered classroom and harmonize with the communicative language teaching approach adopted by Japan's Ministry of Education (Otani, 2013).

Theoretical Framework

This project will use Communicative Language Teaching (CLT) and Stephen Krashen's Affective Filter Hypothesis as its theoretical framework.

Communicative language teaching is a method that first appeared in the 1960's when English language instruction was going through significant changes (Ju, 2013). After the Audiolingual method fell out of favor, linguists Dell Hymes and Michael Halliday laid the foundation for communicative language teaching. The goal of the communicative language approach is communicative competence (Rowe, 2008). Communicative language teaching or CLT, uses authentic materials and fosters interaction between students while using role plays, games, and various communicative tasks to facilitate language learning (Zhu, 2012). In the CLT method, teachers are not the focus, but provide activities and tasks that are student-centered and promote conversation among peers.

A second theory that supports this project is Stephen Krashen's Affective Filter Hypothesis. Krashen proposed that there were three variables that play a role in second language acquisition, some students have high or low motivation, a positive or negative self-image, and either high anxiety or lowered anxiety level (Krashen, 1982). For Krashen, students with high motivation, self-confidence and a lower anxiety rate are better equipped to learn a language than those students that have low-motivation, a negative self-image and high anxiety (Krashen, 1982). Hence, teachers should strive to implement language activities and tasks that lower the affective filter in students.

The activities and games offered in the curriculum guide are aligned with the communicative language approach by fostering student to student interaction while working together to complete tasks that mirror real world functions. The teacher has a supportive and monitoring role providing students with a context in which to practice the target language. Since games are an effective way to lower the affected filter (Ju, 2014), the curriculum guide's focus on games will help lower the affective filter in students.

Significance of the Project

The significance of the project is that it benefits teachers and students. First, the guide fills a void in the literature of English language teaching. Due to limited resources on teaching reduced forms using digital technology and classroom games, teachers do not have access to resources that suggests ways to make reduced form instruction fun and engaging. The curriculum guide will be a source for activities and games that teachers can access when they are looking to implement reduced form instruction into their curriculum and when they may be short on ideas for games and activities. The guide will recommend student-centered activities that will enable teachers to fulfill their role as facilitators and managers of the language classroom while presenting games that will help to make reduced form instruction entertaining as well as informative.

In addition, the guide will also benefit students by combining learning with fun classroom games that closely reflects their activities outside of the classroom. Games are an integral part of student lives and when students are given the opportunity to play games while learning, it enhances their motivation to learn.

Definition of Key Terms

Affective Filter Hypothesis: One of the five hypothesis posed by Stephen Krashen. The Affective Filter hypothesis posits that language learners differ in their ability to acquire a language because of motivation factors, attitude toward learning, communication apprehension and anxiety. Successful language learners have a lowered affective filter (Du, 2009).

Assimilation: A technique that involves the changing of one phoneme to the sound of another that is close by.

Communicative Language Teaching (CLT): An approach to English language instruction that emphasizes communication and discourse rather than grammar accuracy.

Elision: A technique to help pronunciation of words during informal conversations that involve deleting of vowels and consonants (Brown, 2006).

Reduced forms: Pronunciation technique affecting language items such as modal verbs and questions words (did, what, where) when English speakers are engaged in social interaction.

Chapter II Literature Review

Introduction

Although there are numerous resources detailing the need for reduced form instruction, there is very little research on the use of games to teach reduced forms. Using games in English language teaching is an aspect of communicative language instruction and is a valuable tool for motivating students.

This literature review has three themes. The first theme in the literature is based upon reduced forms instruction, it is followed by a review of the literature that supports the use of games in English language instruction. The concluding theme is based on the literature for the theories that support this project, communicative language teaching method and the Affective Filter Hypothesis.

Reduced Forms Instruction Helps Language Learners

In Carriera's research (2008), 19 international students at Tokyo Future University participated in a study to test the effects of teaching reduced forms. The focus of the study was on whether reduced form instruction improved student listening scores on the TOEIC test and if students enjoyed learning reduced forms through music. The students received 90 minutes of instruction time with reduced forms over a six-week period and took post-tests at the end of the course. The results showed that reduced form instruction did not improve the listening scores of students. Carriera (2008) suggested the reason was due to the fact that TOEIC listening comprehension requires a top-down approach and therefore background knowledge on the topic is essential to score well. However, the students showed significant improvement on the dictation

test by being able to recognize words they heard. As well, they indicated that they enjoyed learning reduced forms through pop songs.

This study demonstrated that using pop songs to teach reduced forms is a fun and interesting approach. Listening to and/or singing songs seems to have the ability to foster a relaxed atmosphere in language classrooms in the same way that classroom games do. An interesting expansion on this study would be a study comparing student attitudes toward learning reduced forms through music as opposed to game playing.

While Carriera's (2008) study focused on students who were advanced enough to sit for the TOEIC test, Underwood and Wallace's study (2012) was centered on low-level English language learners. The study was concerned with to what degree would an 11-week course have on student ability to comprehend and produce reduced forms and whether the ability to comprehend reduced forms leads to production of reduced forms in everyday speech.

The participants were 52 Japanese university students taking a required English course for non-Japanese majors once a week, for 90 minutes, over a fifteen-week period. The students were given 2 pre-tests, one for listening comprehension and the other on their ability to initiate and maintain a peer to peer conversation for one and half minutes. At the end of the course, students took two post-tests on the same material.

The results of the test indicated that the students achieved much higher scores on the post-test than on the pre-test. A dependent-sample t-test was used to measure the mean significance of the gains between the pre-test and post-test. Underwood and Wallace (2012) reported that the gain was sizeable (p. 13). This demonstrated that the instruction improved their ability to recognize reduced forms. In addition, the tests showed that students were motivated to use reduced forms in their peer conversations.

The methodology used in this study included a controlled discourse which reflected daily social interaction giving students an opportunity to produce language using the selected reduced forms. This activity seems to have built confidence in the learners enabling them to experiment with reduced forms.

Khaghaninezhad and Jafarzadeh's study (2014) addresses the effect of explicit instruction of reduced form instruction on listening comprehension and the ability to produce them in speech. The study asked whether explicit instruction on reduced forms enhances student listening comprehension and if the explicit approach enables students to use them in conversation. The participants were 50 intermediate English language learners who were divided into experimental and control groups. The experimental group received explicit instruction on reduced forms while the control group continued their regular English lessons. Three pre-tests were given and the students took 10 weeks of instruction on listening comprehension with reduced forms and how to use them in verbal interactions. Following the ten weeks, three post-tests were given. The results showed that the experimental group improved their ability to comprehend reduced forms and were able to use them in conversation while the control group did not.

The gains in reduced forms listening and speaking skills by the students over a short instruction period may indicate that reduced forms do not have to be the focal point of lessons, but can be a segment within a course of study. This study showed that marked improvement occurred during a relatively short training time.

Shimazaki's research (2016) confirmed that reduced form instruction leads to better listening comprehension when reduced forms are present. His study sought to determine the effect the features of connected speech have on learner's ability to recognize single words,

improve listening comprehension and if learner's strategies and attitudes toward prosody are changed by studying connected speech.

The participants were 82 Japanese EFL learners at the university level. The results of the tests (listening, dictation and two questionnaires) showed that the four-week explicit instruction on reduced forms enabled the participants to increase their listening comprehension skills. In addition, since the students were taught through an explicit approach, the authors conclude that explicit instruction is an effective approach for teaching reduced forms and should be combined with dictation exercises.

Although the study demonstrates the reduced forms enhance listening comprehension skills, it could be expanded by addressing some alternatives to explicit teaching and dictation activities.

Kuo, Kuo, and Lee's study (2016) compared the effects of teaching reduced forms using a communicative approach and explicit instruction. The participants were 8th grade Taiwanese junior high school students who were separated into classes that received reduced form instruction using an explicit approach, a communicative approach and a class without reduced form instruction. The instruction period lasted six weeks with two 25 minute lessons every week. The results showed that the first and second groups which received reduced form instruction scored pretty evenly on the test, although the group that were taught with an explicit approach fared slightly better on average. Nonetheless, both groups showed improvement on the ability to comprehend reduced forms. The group that did not receive reduced form instruction scored the lowest out of the three groups.

The study raised an interesting question on what is the most effective approach? An explicit approach or a communicative one? Although the group that received an explicit teaching

approach scored slightly higher than the communicative group, the communicative group indicated they enjoyed the lessons more due to the interaction with classmates. As a result, the authors suggest a combination of both approaches would offer students the most effective instruction for reduced forms. Perhaps the study could be enhanced by making the explicit approach more interactive giving students opportunities to work together in order to complete the tasks and practice drills.

Games and English Language Teaching

How to teach reduced forms is a significant question. In the literature that was reviewed above, a number of studies used listening comprehension cloze writing tests and traditional dictation activities to teach reduced forms while others reported on using a communicative approach. In this section, the literature for using games in English language teaching will be reviewed.

Although there are very few resources available that report on using games to teach reduced forms, the concept of using games to teach ESL/EFL has been established (Gee, 2013). Gee argues that games allow students to learn through the experiences they share with others. In addition, games provide a context for language and present situations where language is needed. As well, they associate word and meaning and are connected to images, actions, goals, and dialogue.

Like Gee, Saha and Singh (2016) also see the benefits of using games. Games enable a classroom to move from a teacher-centered classroom to a student-centered one with peer interaction being the primary focus of the game. In games, students must communicate information to a teammate or opposing player, use various skills, express opinions, make crucial

choices and decisions with winning/losing at stake. Games also employ the valuable teaching technique of drilling but provides a context of real communication.

Gozcu and Caganaga's study (2016) sought to find out the importance and effectiveness of games in EFL classrooms. In order to gather data, the authors used interviews and eight hours of observation time of the students playing the game Twister. They used four undergraduate students with elementary English skills to play the game on four occasions during a single month. At the end of the month, the students were interviewed. They were asked about motivation and their preferences for learning. The students reported that the game was fun and motivating and they would like to learn vocabulary playing games. They also indicated the game made them relax and lowered their anxiety level.

This study could be enhanced by clarifying what language/vocabulary was taught during the playing of the game. Did the students learn how to play the game with standard directions? Such as, "Put your right hand on a red circle?" Can other language targets be used?

One of the few resources in the literature that mentions using games to teach reduced forms is Moffie and Crawford's work (2014). They provide an introduction for teachers on how to present reduced forms and include the use of games for practicing reduced forms. The authors suggest teaching reduced forms explicitly, beginning with its full form. They advise teachers to show the reduction in stages down to its completely reduced form:

I am going to go

I'm gonna go

I'm 'onna go.

They also advocate teachers use dictation drills and cloze writing worksheets as well as songs or chants. Finally, they suggest both individual and team games. Although their article

provides some valuable suggestions for teaching reduced forms, it could be expanded by outlining some specific games that could be used to teach reduced forms.

Wu, Chen and Huang's study (2014) asked whether communicative skills and intrinsic motivation could be improved by having students see the context and practice through game playing. The participants were 96 Taiwanese high school students that were selected to either a regular English instruction group, a digital-board game language learning group, or a non-digital board game group. The non-digital group played traditional board games while the digital-game group was asked to play a digital game created by the authors of the study. The digital game called for them to role play a little boy whose mother had asked him to go to a store and buy groceries. There were other characters in the game such as the store keeper that interacted with the boy.

The assessment was based on a one to one model with the test-takers responding to the questions of the characters in the game. The results of the test showed that the digital-based group scored higher on the post-tests in comparison with the regular learning group and the non-digital board game group. The students reported that they found the digital-based game interesting and motivating. Moreover, the students perceived less tension playing the digital game as opposed to the original board game.

An interesting enhancement to this study could involve using an original board game focused on a typical daily function as the digital-based game did. This could make for a closer comparison of the two approaches.

Literature of Theories supporting the Project

My project is supported by two theories, communicative language teaching or CLT, and the Affective Filter Hypothesis. The project is a curriculum guide for games that promote communication between participants which reflects CLT. CLT focuses on the basic needs of the learner, that is, the need to communicate messages and understand the messages others are trying to communicate to them (Ju 2013).

In Ju's essay (2013), a critical evaluation of CLT for foreign language studies is undertaken. CLT is described as using authentic materials and teaching to the needs of students. It represents a move away from older teaching methods and techniques such as language drills. CLT instructors often substitute role plays, audio and visual activities, and other tasks that give students opportunities to use the language targets.

While CLT does meet the needs of some students, it does not meet the needs of every student. There may be students in countries such as China whose goals are to publish works in English and therefore have no need to communicate with native English speakers. Instead, they need to write accurately. Hence, teachers should do a needs analysis before moving forward with CLT.

In Abe's research (2013), a questionnaire was given to a group of commercial science students with the goal of finding out the extent of the impact CLT is having in Japanese classrooms. The questionnaire asked students to compare CLT in their junior and senior high schools, to state their reasons for studying English and whether they are aware of a variety of Englishes that are being used. In addition, they were asked to provide an opinion about how CLT should be taught in the future.

The results indicate that Japanese students preferred CLT in junior high as opposed to their high school years. Moreover, they want to have more opportunities to speak with native English speakers and they hope to be able to practice speaking and listening more often during class time.

These results point to a lack of CLT in junior and senior high classrooms and a reliance on drills and exercises rather than providing students with opportunities to experiment with their second language in situations that reflect encounters with native speakers.

Otani (2013) investigated the discrepancy between the goals of the Ministry of Education which is to use CLT to foster communicative skill and the actual implementation of CLT by Japanese English teachers. The aim of the research was to determine how MEXT defines CLT, how Japanese teachers implement CLT in their classrooms.

The results of the study showed that only 62% of Japanese English teachers have heard or studied CLT. Yet, over half of the 62% said they used activities that reflect CLT such as pair work and group discussion. The participants also indicated that time was a hindrance to implementing CLT and there is pressure to focus on the numerous examinations the students have scheduled. In addition, the teachers thought their classes were too large and that CLT works best with smaller class sizes.

Otani suggests that the results of the survey indicate a mismatch between the Ministry of Education and Junior High Japanese English teacher's perception of CLT, how it is being implemented, and what is happening in junior high classrooms. What is needed to improve the situation is for the Ministry of Education to include CLT in the training program for teachers and provide increased financial support for classroom materials and equipment.

Along with CLT, this project is supported by a second language teaching theory known as the Affective Filter Hypothesis. The hypothesis is one of Stephen Krashen's five language learning hypotheses that was first proposed in 1977 by Dulay and Burt (Krashen, 1982). In his *Principles and Practices* (1982), Krashen outlines "attitudinal" factors that can hinder second language acquisition. There are three factors. The first is motivation. Students who have high motivation, generally acquire a language faster than those who have low motivation. The second factor is self-confidence. Students with high self-confidence do better than those with a lowered self-confidence. The third factor is anxiety. A low anxiety level is optimal for acquiring a second language.

Krashen draws a distinction between learning and acquiring a language. The affective filter is related to acquiring the language, not learning it. Acquiring a language has two necessary conditions, comprehensive input ($i + 1$) and a low affective filter. The first, $i+1$ refers to language input that is at and slightly above the current skill level of the student. A student must receive language input that is above his/her level in order to acquire a language. Comprehensible input combined with a low affective filter are the conditions that lead to second language acquisition.

Lin's research (2008) attempts to prove the effectiveness of Krashen's affective filter hypothesis through both quantitative and qualitative methods. The study looks at student motivation, self-confidence, and interest through participation in student-centered English language activities.

There were 98 participants from Ming Dao University in Taiwan who studied English through playing games, singing songs, playing music and watching movies. These activities were meant to lower the anxiety that students may have had during the language instruction. The

course lasted for 18 weeks for a total of 36 hours of instruction. The participants were given a questionnaire and a reading test with quizzes before and after the course.

The results of the survey indicated that 83% of the students reported they felt relaxed during the course, while 62% said they enjoyed reading while listening to the classical music that was played in class. For the game segment, 85% said they enjoyed playing the small group games, while the majority indicated that singing songs and watching films was an enjoyable way to learn English vocabulary. In addition, 5 participants were chosen to be interviewed and they reported a favorable outlook on the type of activities they participated in and were not anxious during the course.

Summary

The literature suggests that reduced forms are an important part of English language instruction and provides a basis for teaching reduced forms not only explicitly, but through games and activities that are communicative based. Classroom games often help to motivate students and lower the affective filter which can lead to learning. Another aspect of the literature addressed the use of CLT and the importance of teachers taking into consideration the needs of the students as the communicative approach may not meet the needs of every student.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project is a curriculum guide intended to help Japanese junior high school English language teachers to introduce students to reduced forms. Research into reduced forms and Japanese language learners has reported that learners struggle with listening comprehension when reduced forms are used by native English speakers (Carreira, 2008; Ito, 2014; Koderá, 2012). Hence, there is a need for teachers to include reduced form instruction in their curriculum. However, an important aspect to teaching reduced forms is the method and approach that teachers will use. If what Gee (2013) suggests is correct (that games aid English language teaching), they may also be of aid to teaching reduced forms. Unfortunately, there has been very little research on using games to teach reduced forms. This curriculum guide will fill the void in the research by presenting a suggested teaching curriculum using digital technology based activities and classroom games for teaching reduced forms.

The guide will consist of four chapters and a glossary. Each chapter will be dedicated to a different type of reduced form (contractions, reductions, elision and linking). There will be a combination of activities, games and/or assessments. In addition, the guide will contain a glossary of key terms that are used in the guide.

The guide is flexible in that teachers can build from it and adapt the activities and games to the skill level of their class. Due to the restricted time that English teachers have in Japanese classrooms, the activities outlined in the guide are not written as whole lessons, but can be used as segments of a lesson. As well, the suggested activities and games can be used in concurrent classes, depending on the time needed for acquisition by the students.

The first chapter will focus on teaching contractions. The guide will present two options for the presentation phase of the lesson. Teachers can show six contractions side by side with their uncontracted form (I will/I'll). Alternatively, teachers can write out the uncontracted forms and elicit the contractions from the students. This would give the teacher a chance to check the prior knowledge of the students. The students will then use these contractions in a dice game. In groups of four, students are given a pair of dice. On the board or in one column on a worksheet, the selected non-contracted forms are numbered 1-6, (I will, could not, I have, do not, was not, and cannot) corresponding to a die. In a second column, topics are numbered 1-6, (school, eating, shopping, soccer, movies, summer). The students take turns rolling the dice and forming a sentence using the topic and a contraction. An example is the dice comes up 3 and 5. Student has to use *have* or its negative form in a sentence with the topic of shopping. "I'm going shopping because "I've got to buy some new pants." Following this, another activity focused on listening comprehension can be used. Students will view a YouTube video and working as individuals, will listen to a scene from the comedy series, *Seinfeld* and create a list of contractions that they recognize from the video. Then they can work in pairs and compare lists and count the number of contractions they found in the video.

For an assessment with contractions, the teacher can read the contracted form and students have to write out the full form of the sentence they hear.

In the second chapter, reductions will be the topic. The number of reductions that will be the lesson target is optional, for this lesson, six is a sufficient number. Teachers can provide a handout with the selected reductions and model their pronunciation. Then, using a communicative topic such as future plans, the teacher can demonstrate the communicative task.

“Tomorrow, I hafta go to the dentist, On Thursday, I wanna see a movie, and on Saturday, I’m gonna visit my sister because she hasta have surgery on Monday.” Students can then work in pairs, brainstorming their future plans using reductions. This would be followed by the *Password* game which is modeled on the television game show. The students are put in pairs and are given 30 seconds to complete the list of reductions. The teacher hands six note cards with the reductions and partner A must form a sentence using the contraction, partner B listens and repeats the sentence in full form.

For an assessment, in pairs, students will choose a movie or television clip and rewrite the dialogue by changing the subject matter/context of the clip using the selected reductions. They can then perform it in front of the class. An example would be a scene in a Batman movie (1992) where Batman and Catwoman are fighting but are in dialogue throughout. Perhaps, the context of the dialogue can be changed to why Batman never listens to Catwoman and always forgets to buy the type of groceries she told him to buy (Why’d you forget the milk?).

The third chapter will focus on elision. An explicit approach will be suggested for the introduction. The guide will include a game, tic tac toe, where students not only have to recognize the word samples, but after getting three in a row, win the game by providing the correct pronunciation of the elided words. If an error is made, the next player with three in a row gets a chance to win the game.

A follow up team game is an adapted version of the television show *Wheel of Fortune*. This game gives students a chance to learn how elided words and phrases are pronounced. First, the students are divided into three member teams. The teacher creates a number wheel on the free website Wheeldecide.com and labels it with points on each section of the wheel 25-100. On the board, the teacher writes a topic for the word or phrase, example would be a popular ice cream

flavor (chocolate). This is a word that is elided in the English language (from three syllables to two) and students take turns clicking the mouse of the computer that spins the number wheel. A team gets the number of points say 50, if the vowel or consonant they named is part of the word or phrase. The students then say the word with its elided pronunciation. The full breakdown is:

Step 1: Divide students into 3 member teams

Step 2: Write the category for the first word or phrase on the board

Step 3: Play Janken to decide which team goes first

Step 4: First team comes to computer and spins the wheel

Step 5: Team asks if the vowel or consonant is in the word

Step 6: If it is, same team continues to spin the wheel

Step 7: If a team can guess and correctly pronounce the elided word, they get the highest point total on the wheel.

Step 8: If no team can guess the term, the team with the most points wins.

The final chapter focuses on linking. For linking, a teacher-led explicit presentation that outlines the rules for linking should be given. Then, a handout that requires students to work in pairs matching a question with an answer will be used to familiarize students with linking. One student will read the question, the other will read and pronounce the answer. The students will then check their answers with the teachers self-created recording of the full question and answer.

A follow up activity will involve a type of card game with note cards having a number on one side and a linked pronunciation on the opposite side. Students will pick a number and try to provide the correct pronunciation. For a review of all the linked words and phrases as well as previously taught reduced forms, a self-created digital Jeopardy game can be used.

The guidebook closes with a glossary that contains the key words used in the guide. The glossary will be of special use to teachers who are not in-service or who have not spent much time with reduced form instruction.

Development of the Project

During my first year of teaching in Los Angeles, I was asked by my teacher- supervisor to teach a pronunciation course that focused on the International phonetic alphabet (IPA). Teaching pronunciation was an aspect of English teaching that I had never done before so I decided to seek out some resources in order to get a better grasp of what pronunciation instruction entails.

I begin my research with the resources that I could find online. I came across a paper delivered by James D. Brown (2006) which called for teachers to add reduced forms to their pronunciation teaching. After reading Brown's paper, I asked permission to teach some common reduced forms in addition to the IPA as way to increase student listening comprehension and speaking fluency skills.

My students showed a very favorable reaction to reduced form instruction in particular when I played video clips for listening comprehension activities and they got the opportunity to practice English phrases. The students realized that native English speakers and advanced level students use reduced forms in casual speech and after being able to use them in their own conversation, seemed motivated to keep studying reduced forms. This led me to a focus on reduced forms in my subsequent teaching career.

In deciding on a field project to complete my MATESOL degree, since I have been teaching reduced forms intermittently for the last few years, I thought a guide book would be helpful for teachers who have no experience teaching reduced forms. The guide will project

some of the things I have learned in my study of teaching reduced forms including the need to make reduced form instruction a fun and interesting segment of language study through the use of activities and games.

I have learned that there are a number of different approaches to teaching reduced forms including an explicit teacher-centered approach that uses standard drills and recorded audio tapes for listening comprehension practice. Other approaches include using a communicative approach that provides students with opportunities to use verbal communication and learn reduced forms through games and other student-centered activities including digital media based activities. I think both approaches can be of value when teaching reduced forms.

The Project

The complete project can be found in the appendix.

CHAPTER IV CONCLUSION and RECOMMENDATIONS

CONCLUSION

When Japanese English language learners encounter native English speakers in social contexts, students have difficulty comprehending the messages native speakers are trying to communicate. The problem stems from the use of reduced forms by native English speakers in social contexts. Reduced forms involve the reduction of words and phrases, and to second language learners, the language sounds quite different than the English they often hear in the classroom. Hence, in order to enhance the listening skills of students, teachers ought to include the instruction of reduced forms in their English curriculums.

While there has been a number of studies outlining the need for reduced form instruction, the problem that this study addresses, is how should reduced forms be taught in second language classrooms? A review of the literature has shown that a common approach to teaching reduced forms involves using an explicit teacher-centered approach that includes listening comprehension tasks such as playing a CD for dictation exercises and traditional drilling techniques, this project adapts that approach while adding a more communicative and student-centered approach by using activities and games that are grounded in communicative language teaching (CLT) and makes the study of reduced forms fun and interesting for students.

One of the more recognizable aspects of CLT are classroom games. Games are a valuable aspect of classroom instruction. In Saha and Singh's (2016) study on the use of games to teach English as a second language, they argue that games not only foster a student-centered classroom but give students opportunities to use different skills, express opinions, practice communicating

in order to make team-oriented decisions. In other words, games provide a context for real world communication between students. Unfortunately, there have been few studies detailing the use of games to teach reduced forms, hence this project fills a void by providing examples of activities and games that can be used to teach them.

As stated, a common approach to teaching reduced forms has focused on listening comprehension tasks, dictation, as well as listen and repeat drills. The activities and games in this project also use drilling and listening activities to a degree. However, in the project, these teaching techniques reflect 21st century pedagogy by being embedded in games and digital based activities such as extracting the contractions that are used in a *YouTube* video and having students practice and refine their pronunciation of reduced forms using recording devices such as *Audacity*.

This project successfully addressed the issue of a lack of resources detailing the use of games for teaching reduced forms by providing teachers with an easy to adapt curriculum that can be a spring board for introducing reduced forms into their classrooms. The activities and classroom games in the curriculum gives teachers a chance to transfer to a more student-centered class which could lead to more active student involvement.

RECOMMENDATIONS

In order to effectively use this curriculum, I suggest a number of recommendations for teachers. These recommendations include using cooperative learning strategies, adapting the task requirements in order to facilitate student success, make the activities as communicative as possible, and be intentional in monitoring students during the games.

The activities and games in this curriculum are designed to be used in pairs and small group work. Hence, the first recommendation is to incorporate cooperative learning strategies when teaching the curriculum of the guide. There are multiple benefits when assigning students to work in pairs and groups. Therefore, every effort should be made to pair students and form small groups to complete the activities and games. Pair and team work are pedagogical aspects of communicative language teaching (CLT) and serve to help make classrooms more student-centered. Another benefit is that pair and group work help to modify the roles of teachers and learners, giving students the opportunity to develop independent learning skills. The activities and games in this curriculum guide are designed as team games and pair tasks in order to facilitate a sense of autonomous learning. As well, when students work together they are likely to have more opportunities to use their second language while discussing game playing strategies and the rules of the game.

A second recommendation is for teachers to adapt the requirements of the activities to facilitate student success. Since a lot of classes consist of learners who are at different skill levels, the tasks in the curriculum can be adapted for lower level learners by reducing the quantity of answers required on an assessment or in a task. For a listening dictation assessment, instead of having students dictate a complete sentence with contractions, students at a lower level can be required to record only the contractions they hear.

A third recommendation is to adapt the activities and games to the interests of the students. While the topics in the activities in the guide may be of interest to my particular students, a different group may have other interests.

The fourth recommendation is for teachers to be intentional during the monitoring of students. This entails that monitoring is included in the lesson planning and that teachers

consider ways in which they can facilitate target acquisition while they monitor the pairs and teams during the time the games are being played. Considerations should include how to help students grasp what is expected during the game and students who are unable to contribute to the game. At times, teachers can join in and help the lower level students by giving hints or eliciting answers with various techniques such as sentence starters or reminders for accurate pronunciation of linking words.

The curriculum in the guide book is a specialized topic (reduced forms) that is associated with English pronunciation instruction and hence, like pronunciation instruction, is often given minimal space in English language curriculums or suffers from time constraints in Japanese classrooms (Kodera, 2012). This means that teachers and administrators who might be interested in adapting the lessons in this guidebook may encounter some difficulty in implementing the lessons or even if able to implement the lessons, may be limited in classroom time.

Reduced forms are sometimes excluded from mainstream English language instruction because the aspects of reduced form instruction include performing drills and repetition exercises that are not part of the popular communicative language teaching approach that has become a focus of many Japanese English languages classrooms (Richard and Rogers, in Underwood and Wallace, 2014). For this reason, there could be instances where the teaching of reduced forms is resisted by teachers and administrators. If this occurs, a solution may be found by using the games and communicative tasks found in the curriculum guide that more closely mirror the perceptions of CLT. An example in the curriculum guide that is in line with the CLT approach, is the use of the paired communicative task for reductions in unit two. Students, working in pairs talk about what they did over the weekend and then share with the whole class.

In addition, classroom time constraints may hinder the teaching of reduced forms. Japanese teachers of English must teach out of a text book and prepare students for examinations that occur during a semester. Hence, there is limited time in a classroom. However, as Cahill, (in Brown, 2006) notes, the issue of time may not be an insurmountable one because although the lessons plans in the guide are based on a 40-minute instruction time, it is not necessary to use the full forty minutes to teach reduced forms effectively. A classroom that allows for 10 minutes of reduced form instruction during most lessons would be enough time to teach the curriculum.

Perhaps an approach to reduced form instruction that can also make use of limited time is using a form of the popular pedagogical approach to grammar instruction known as *grammar in context*. This approach involves teaching grammar in authentic discourse tasks that mirror real world contexts. For example, a teacher could teach the simple future by playing a recorded dialogue between two people who are discussing future plans, and then have the students discuss weekend plans (This Saturday, I will visit my grandmother). The structure or form of the grammar can then be outlined. The key is that there is an authentic context for the grammar. In the same way, teachers can teach reduced forms in context using various discourse topics and material that mirrors real world communication.

Although the curriculum guide and its lesson plans are meant for Japanese junior high school teachers, it has been designed with flexibility in mind. The activities and tasks can be adapted for various learning communities and teaching contexts. The use of the YouTube video entitled, *Seinfeld* for an example, is not a necessary component and hence, can be exchanged for a video that students learning in another country may be more familiar with or perhaps a video that is more relevant to the current generation. Moreover, teachers who have a younger

classroom may want to consider an anime or cartoon video instead of a video requiring a mature audience in order to teach contractions.

In the production of this guide, I have taken time to reflect on its potential use in non-Japanese learning communities and the hope is that teachers will find it adaptable and effective for teaching reduced forms in their own teaching contexts. In some teaching contexts, access to digital technology may be an issue. In unit III, the guide suggests using Audacity to record a student's accurate pronunciation for an assessment. There are communities where this downloadable app is unavailable or there is limited access to computers and technology. Without Internet access, how can the activity be used? The activity can still be used if teachers will adapt the assessment by using a one to one interview approach and manually grade a student's pronunciation. Moreover, the activities that utilize *You Tube* can also be adapted by using a written dialogue or perhaps a play from a text. The key is to give students an opportunity to create their own dialogue using contractions and other reduced forms. The hope is that teachers will apply their unique skills in adapting the activities and games to create the optimal learning experience for their students.

EVALUATION PLAN

In order to evaluate the effectiveness of the curriculum guide, it is necessary to take into consideration the variables related to the participants and the learning environment where the curriculum guide will be used.

First, it will be important to measure the effectiveness of the curriculum guide in helping student acquisition of reduced forms. Do the lesson plans actually help students listening

comprehension and production of reduced forms? An assessment would likely be the best approach here. The curriculum guide includes full lesson plans in addition to the digital based activities and games, hence, a decision on what to formally assess would have to be made. Should the activities and games be assessed? Or should the progress of the students prior to and following the lessons be assessed? An evaluation of student knowledge and use of reduced forms prior to and after the lessons would help to determine the effectiveness of the guide. If students have improved following lessons based on the curriculum guide, it would lend favorable support to the guide has a viable teaching tool.

In addition, the effectiveness of the guide can also be measured by whether or not students have internalized reduced forms and can use them beyond the context of the classroom. This would involve the students participating in a post course assessment.

Another variable related to the participants is their attitude toward the activities and games in the curriculum guide. If the participants are motivated and enthusiastic about learning reduced forms, playing the games and completing the tasks, it would indicate the approach the guide takes is an effective one. In order to determine whether students are motivated by the curriculum would entail carrying out an evaluation that is based on observing students when the activities and games of the guide are being used.

This points to the importance of data collection. This can be done by conducting interviews with the participants or distributing questionnaires. A critical aspect to the guides success hinges on the ability of the activities and games to motivate student learning. The interview questions can focus on the students' enjoyment and willingness to play the games as way to measure their motivation.

Although the curriculum guide is designed with four units, there is no actual time line that must be necessarily adhered to. Teachers can choose to teach the fourth unit prior to the fifth unit, if they desire. The lessons can be used as filler activities as long as students have been introduced to the topic prior to playing the review and practice games.

As for validity of the curriculum guide, it is strengthened when measured by face validity. Face validity is determined by the degree to which the measure or assessment assesses what it intended to assess. That is, if an assessment involves the student's listening comprehension skills and their ability to recognize contractions in a spoken dialogue, the assessment will not ask the students to complete a reading assessment.

In addition, the language used in the guide that provides direction on how to complete the tasks needs to be validated. Is the language too difficult? Are the words beyond the skill level of the students? It may be useful to have the students look over the task and assessment instructions to ensure that words and phrases that are not part of the essential content, are understood and do not hinder student progress.

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APPENDIX

**TEACHING REDUCED
FORMS:**

**A CURRICULUM
GUIDE FOR
JAPANESE ESL/EFL
JUNIOR HIGH
SCHOOL TEACHERS**

DION SANCHEZ

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INTRODUCTION

This curriculum guide is designed to help Japanese junior high school English language teachers (JETs) in the ESL/EFL field to introduce reduced forms into their curriculum. Although it is focused on JETs, the curriculum can be adapted for all other teaching contexts.

Since English language students struggle with listening comprehension when reduced forms are present, it is important for students to become familiar with these forms. While reduced forms have been part of English language curriculums, an important aspect is using games and activities that students find motivating.

The guide introduces four different types of reduced forms with examples of activities and games that can be used to teach them. The first unit will present contractions. Contractions will serve as a stepping stone to more complex reductions in unit two. The third unit will present elisions. The guide will conclude with a focus on linking in unit four. Included in the guide is a glossary of key words.

UNIT I

CONTRACTIONS

Contractions are two words made shorter by placing an apostrophe where letters have been deleted (I am = I'm)

Lesson Objectives

Students will become familiar with contractions as they are used in social interaction as well as be able to recognize and use a variety of contractions to complete classroom tasks.

► Presentation

Hand out a worksheet containing uncontracted forms (subject + be, pronoun + be, and modal verbs).

Sample worksheet

1. I am tired.
2. He is hungry.
3. She cannot come.
4. The cat is not there.
5. The dog will not eat

Task directions

Students work in pairs to change the uncontracted targets to contracted form (I'm tired).

Review as a class by eliciting answers from students and model accurate form and pronunciation.

► Practice:

- A. Show a *YouTube* clip that uses a number of contractions (*Seinfeld: The Keys* <https://youtu.be/YXKUP5fUc9Q>).

Task directions

Students will extract the contractions in the clip. There are 20 contractions. It is best to set a time limit on this activity because the duration of the clip is 4:22. This activity can be completed in 10-minutes if classroom time is short.



Dice Game:

This dice game will give students a chance practice contractions.

Step 1: Put students in groups of four and give each group a pair of dice.

Step 2: On the board, write a list of words that are often contracted (am, is, are, has, have, had) or provide students with a handout. Each contraction should be numbered 1-6 matching the numbers on a die.

Step 3: In a second column, list topics that relate to the students (school, movies, sports, shopping, food, travel) and number them 1-6 matching the second die.

Playing the Game

Students roll the dice in turns and after two numbers come up (ex, 3 and 5), students will use the contraction numbered 3 to form a sentence with the topic that corresponds to the number (5) of the second die. Example: *I'm going shopping* this weekend.

*(adapted from Rolling Dice: Speaking Games for Teachers).

►Assessment

Dictate the contractions the students were introduced to in the presentation segment as well as from the YouTube clip using full sentences. Students must write down the sentences in uncontracted form.

TEACHING TIP

As an alternative for lower level students is to have them write down only the contractions as opposed to the more complex listening task of complete sentences

UNIT II

REDUCTION

Reduction occurs when the sounds of words are changed or eliminated

Lesson Objectives

Students will be able to identify reductions and their full form and be able to use reductions in social conversations.

►Presentation

- A. Choose a reduction and write its non-reduced or full-form on the board. Then show how it is reduced in steps.

Target reduction: gonna

A. I am going to go.

B. I'm going to go.

C. I'm gonna go.

I'm 'onna go. *(adapted from Moffie and Crawford, 2014)

- B. List the number of reductions for the lesson on the board and model their pronunciation. A good idea may be to start with

question forms, and modal verb forms as they are used most frequently.

- A. Have to (I hafta),
- B. want to (wanna),
- C. going to (gonna),
- D. you want to (yawanna),
- E. I ought to (I otta),
- F. has to (hasta).

►Practice

- A. Introduce a communicative task by modeling future plans using reductions.

Example: “Tomorrow, I hafta to take a math test, on Saturday, I wanna go shopping, and on Sunday, I’m gonna visit my grandmother because she hasta have surgery on Monday.”

Task: Students will create a dialogue stating future plans using the reductions from the board. Students will then share their plans with the class.

B. Password Game

Step 1: Place students in two-member teams and have them decide the giver and receiver responsibilities.

Step 2: Hand the giver a 5x5 notecard containing a list of the reductions, 6-8 in number.

Step 3. Explain the game.

A.The giver must form a sentence using a contraction while the receiver will hear the sentence and restate it using the full form of the reduction.

B.They have 45 seconds to complete the list of 6 to 8 reductions.

Example:

Giver: I hafta go ta school tomorrow

Receiver: I have to go to school tomorrow

Step 4: The teacher will keep the number of answers for each team. For large classes, you can ask the giver to record how many were answered accurately.

► **Assessment**

Instructions:

Students will work in pairs for this assessment. They will choose a YouTube clip with two characters participating in a discourse. They will translate the dialogue into their first language (L1) and then decide on an artificial theme by

which to build a new dialogue using a number of reductions.

Sample:

A clip featuring a dialogue between Batman and Cat woman. Instead of using the original dialogue: Batman telling Cat woman her crimes while trying to subdue her, the pair will take on the two characters and write a new dialogue using a variety of reductions (ex, Cat woman is upset that Batman never listens to her and forgot to buy some important groceries like milk).

TEACHING TIP

Utilizing the L1 of students can help achieve lesson goals and encourage students to become truly bilingual. Students can write the new dialogue in their L1 and translate it to English

ELISION

Elision occurs when a vowel or consonant sound is deleted from the citation form of words

Lesson Objectives

Students will become familiar with and be able to identify elided words in various tasks.

►Presentation

A. Write four words on the board

(chocolate, interesting, winter, East side).

Model the pronunciation as well as the elided pronunciation of each word and ask the students what vowel or consonant sound wasn't pronounced?

(Elided pronunciation: winner, cha klut, intresting, Easide)

B. Demonstrate rules for identifying elisions

1. (t) sound is deleted when it appears after a vowel, the letter n, and before another vowel.

(Use this symbol: v+nt+v for helping studies with rule acquisition).

Example: winter → winer (sounds like *winner*)

2. Some unstressed syllables are deleted.

Example: Chocolate (the second syllable is deleted) and is pronounced “cha klut.”

Example: interesting → in/tre/sting

3. Consonant clusters.

In clusters of three and four the middle consonant is often deleted but never the first or last consonant.

East side → Eas side (this example has a cluster of three (sts). The t-sound is deleted.

*(Adapted from Brinton, Celce-Murcia and Goodwin, 2010).

►Practice

Spin the Wheel Game

Step 1: Download a spinning wheel from a website (<http://wheeldecide.com>) and project it on a big screen or board.

Step II: Place students in three person teams.

Step III: Students or teachers can press a key on a computer board and the wheel spins and lands on a number (100).

Step IV: Teacher writes a word or short phrase on the board.

The team will earn the points selected by the wheel if they can correctly pronounce an elided word (s) and/or phrase. Team with most points wins the game.

Sample words for game: exactly (exac'ly), camera (cam'ra), twenty (tweny) international (in'ernational) wonderful (won'derful) outside (ou'side).

TEACHING TIP

Teachers can write phrases rather than single words or use collocation words

► Assessment

Hand out or have students create a test sheet numbered 1-10. They will hear two pairs of words/phrases that require recognition of vowel deletion.

For each pair of words, students will either write a 1 or 2 in each of the ten numbered lines. Writing a 1 will indicate the first word contained the deletion, while a 2 will indicate that the second word contained the deletion.

Instructor plays an Audacity recording of words/phrases or simply reads them aloud.

Example:

First pronunciation is *intresting*.

Second is *interesting*.

Student would write a 1 in the first column indicating the first reading contained the elision/deletion.

1. 1
2.

UNIT IV

LINKING

Linking describes the connections between consonant and consonant, consonant and vowels, and vowels and vowels

Lesson Objectives

Students will be able to apply the rules of linking in order to accurately pronounce linking words and phrases.

►Presentation

Hand out a worksheet with a table containing rules for linking. Then go over the worksheet with the rules as a class.

C+V	C+C	V+V
-When a consonant is the final sound of a word and when the first sound of the following word begins with a vowel sound, the consonant is blended or connected to the vowel sound.	- When a consonant is the final sound in the first word and the first sound of a second word is a consonant, the first word consonant sound is blended into the first consonant of the second word and sounded longer.	- When the final word contains a vowel sound and the following word begins with a vowel, you add either a y or w for pronunciation.

C+V	C+C	V+V
<p>“hold on!” hold on linked pronunciation: hol → don</p>	<p>hot cake → ha cake this style → thi style</p>	<p>If iy/ ey/ or ay proceed the second word, connect with a ya sound.</p> <p>iy: <i>beat</i> ey: <i>bait</i> ay: <i>bite</i></p> <p>example: be able becomes <i>byable</i></p> <p>If the vowel at the end of the first word is either ow, uw, or aw sound, connect to the next word with a wa sound. ow: <i>boat</i> uw: <i>boot</i> aw: <i>about</i> examples: do it → do / wit</p> <p>New Orleans → Nu / worleans</p>

Rule #1: C + V

Example:

“hold on!” hold **on**

Model linked pronunciation: hol → don

Rule #2 C+ C:

Example:

hot cake → ha cake

this style → thi style

Rule #3 V + V:

examples:

do it → do wit

New Orleans → Ne worleans

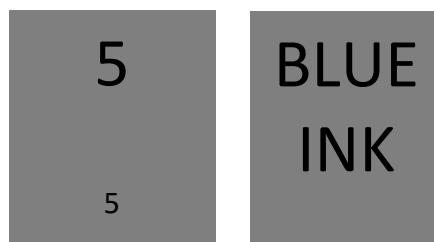
►Practice

A. Card Game Tic Tac Toe

In groups of three, students will pick a numbered card and try to provide the accurate pronunciation of the two words or short phrase on the reverse side. The cards will reflect the rules for linking. The student who is able to get three in a row (tic tac toe) wins the game.

You can extend the game by having a tournament of best 3 out of 5 games or play for a duration of time and whoever has the most points tallied from the cards wins.

Example of a card and its reverse side for the game:



B. Digital Jeopardy

This game can be created using the website <https://www.playfactile.com> at no cost. The categories can be edited at will. This version is one that can be used for a general review.

For this unit on linking, the categories can be adapted to reflect the different types of linking that has been covered in the lesson (s).



Playing the Game

Students are placed in 2-3 person teams and choose the category and money-value of the question. The questions are arranged from simple to difficult, \$100 - \$500.

Teachers keep a running tally of points for each team and serve as game host.

► Assessment

Voice Recorded Test

A. Provide students with a list of words that require either *y* or a *w* link or C+C and C+V link.

Using a recording device (Audacity) students read and the words and are scored for correct insertion of linking rules.

GLOSSARY

Consonant Cluster

occurs when a group of consonants appear in a sequence without an intervening vowel

Elided pronunciation

is pronunciation of words by deleting sounds, syllables or words

Reduction

a type of connected speech that involves shortening of words in speech (I want to ► I wanna)

Unstressed Syllables

a segment of a word that is not emphasized during pronunciation

Uncontracted Form

these are words that are usually expanded in academic contexts (I will not) but are contracted (I won't) in social speech.

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