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# Teaching Pronunciation Online

A first glance



Have you managed to teach pronunciation in your online English lessons?

What's the greatest challenge you face when teaching pronunciation online?

Teaching Pronunciation Online

1. Have you managed to teach pronunciation in your online classes?

Yes! Every lesson!

Yes, but not every lesson.

Not really.

2. What's the greatest challenge you face when teaching pronunciation online?

Using the the features of the video-conferencing platform

Having technical difficulties

Having limited knowledge of pronunciation features

All of the above!

Other

# Aim

Today we will...

talk about, exchange and trial **activity ideas** and **online tools** we can use to **help our learners practise and improve their pronunciation.**

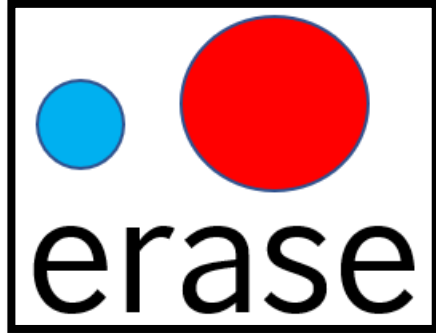


# Pronunciation levels and features

## ✓ Segmental level

Consonants

Vowels



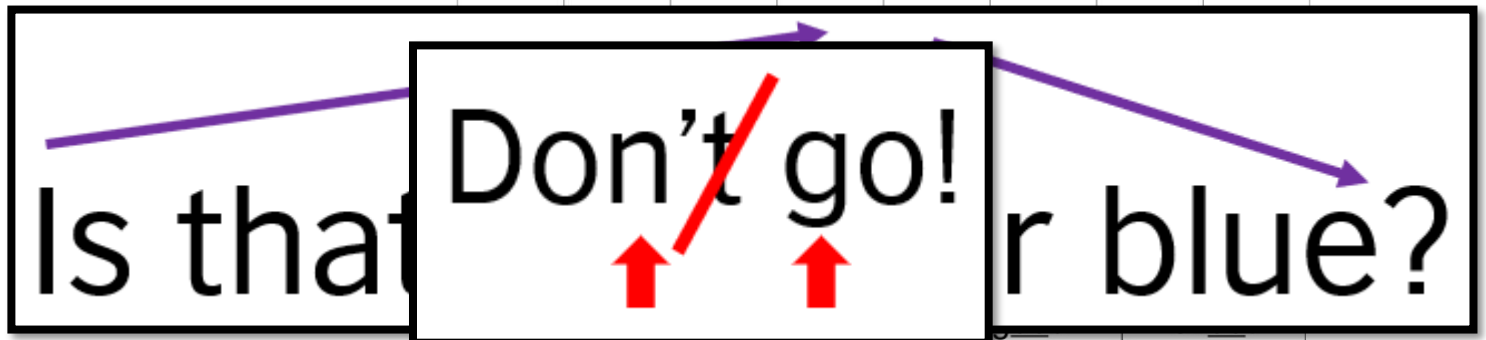
bilabial		labio-dental		dental		alveolar		post-alveolar		palatal		velar		glottal	
p	b					t	d					k	g	ʔ	
	m						n						ŋ		
							r								
		f	v	θ	ð	s	z	ʃ	ʒ						h

## ✓ Suprasegmental level

Stress

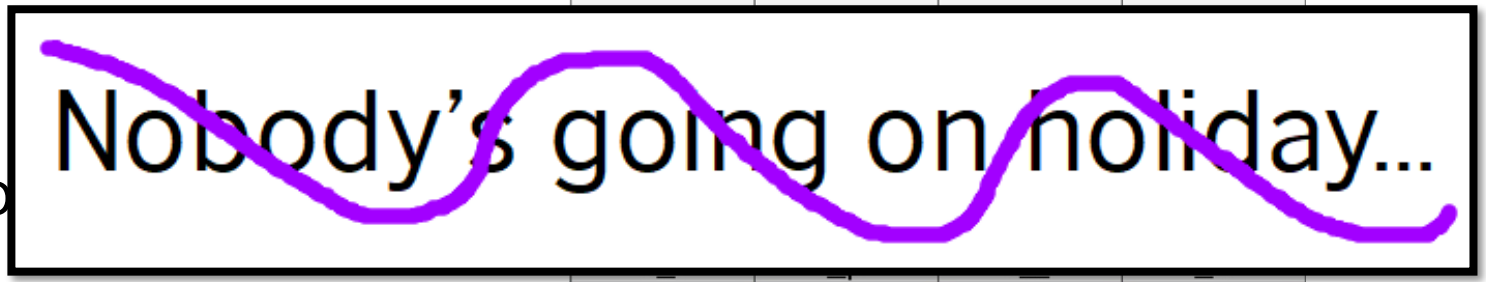
Intonation

Rhythm

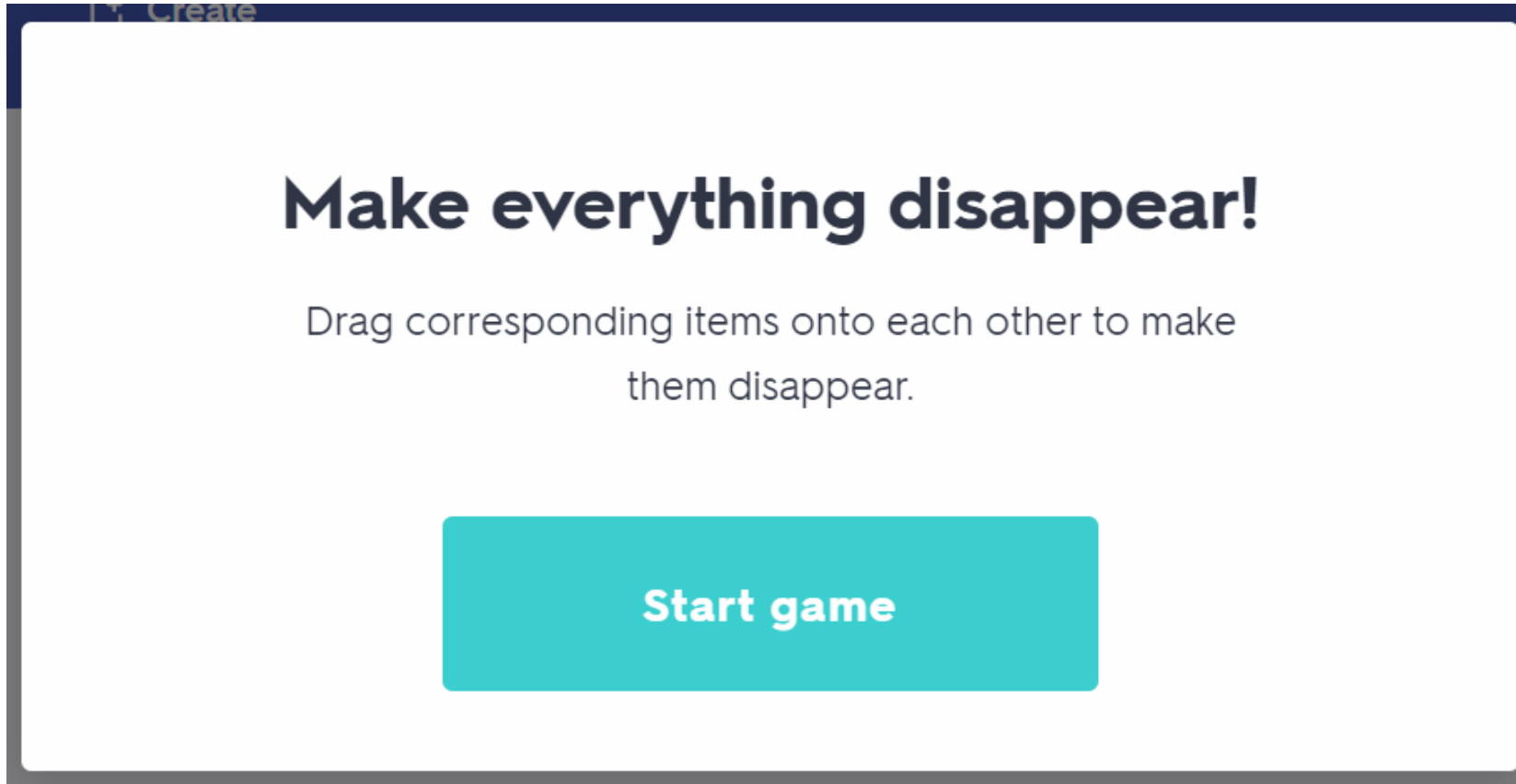


## ✓ Connected speech

Linking, assimilation, elision, catenation, etc.



# Pronunciation levels and features



1. Create

## Make everything disappear!

Drag corresponding items onto each other to make them disappear.

**Start game**

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## Some advantages of teaching pronunciation online

- ✓ Learners can see your mouth clearly;
- ✓ You can put learners in breakout rooms and listen to each person more carefully;
- ✓ You can readily use online resources, such as the ones we're using throughout this session;
- ✓ Feedback to learners can be more private (using the chat box tool, or by speaking to individuals in breakout rooms);

# Perception *and* articulation



## Sound articulation videos

These allow learners to see sound placement and articulation in isolation.

The BBC Learning English website still has one of the best video collections.

[www.britishcouncil.org](http://www.britishcouncil.org)

- Teachers could send specific videos to learners, for them to lead instructional sessions for their classmates!
- Send different videos to different learners, who will then show their classmates how to pronounce their sound, giving them examples of words containing those sounds.

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# Perception *and* articulation



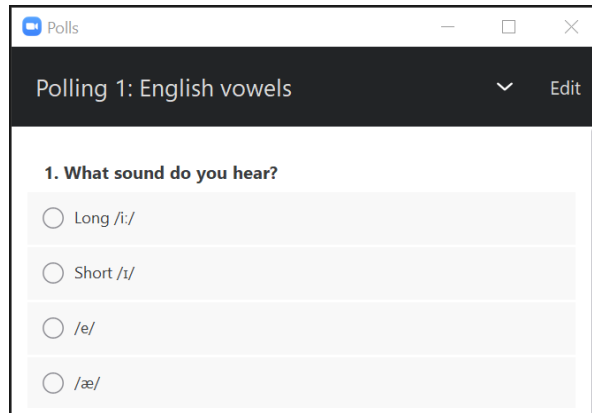
## Spotting the common sound

By exposing learners to the target sound repeatedly, you can raise their awareness of... its existence!

- T says “Listen to the words I read. What sound do they all have in common?” (Read them with some quickness, then elicit the answer from the learners).



# Perception *and* articulation



Zoom Polls interface showing a poll titled "Polling 1: English vowels". The poll question is "1. What sound do you hear?". The options are:

- Long /i:/
- Short /ɪ/
- /e/
- /æ/

## Sound discrimination

Some sounds (vowels, infamously) can be tricky to learners because of their similarity. /s/ and /z/ are examples of this, as are /i:/ and /ɪ/.

Let's try this! Let's use  
[b.socrative.com](https://b.socrative.com)...



- Teachers can dictate a word and ask students to circle the word they hear, from a list of options.
- You can use Zoom's *Poll* function for this.

# Perception *and* articulation



## Sound discrimination: Same or different?

This type of exercise trains learners to focus on nuanced distinctions between minimal pairs.

- Teachers tell learners that they will hear two words (or more?), and that they have to state whether the words are the same, or different by only one sound. They could just say “Same” or “Different”.
- You could also use Zoom’s *Poll* function for this exercise, but it’s so simple, you could just ask your learners to shout out the answer.

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# Perception *and* articulation



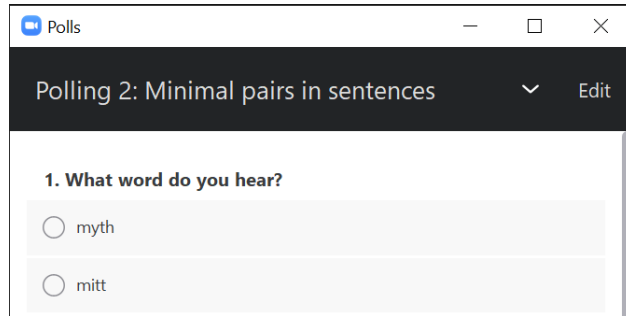
Sound discrimination:

Which one has the sound?

This is another *ear-training* exercise, as learners have to focus on perceiving nuance.

- Teachers tell learners that they will hear two words. Learners should tell you which word, 1 or 2, has the sound you are focusing on.

# Perception *and* articulation



## Sound discrimination: Minimal pairs in sentences

This exercise type is similar to the ones we have checked so far, but minimal pairs are now within sentences, and both word options make sense, so learners have to pay close attention to the pronunciation they hear.

- Once again, you can use Zoom's *Poll* function for this. Learners could click on the word they hear and repeat it themselves.

# Perception *and* articulation

Polls

Polling 2: Minimal pairs in sentences

1. What word do you hear?

myth

mitt

## Sound discrimination: Minimal pairs

Cambridge Assessment English

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Cambridge English > Learn... > Activiti... > Bed or bad?

### Learning English

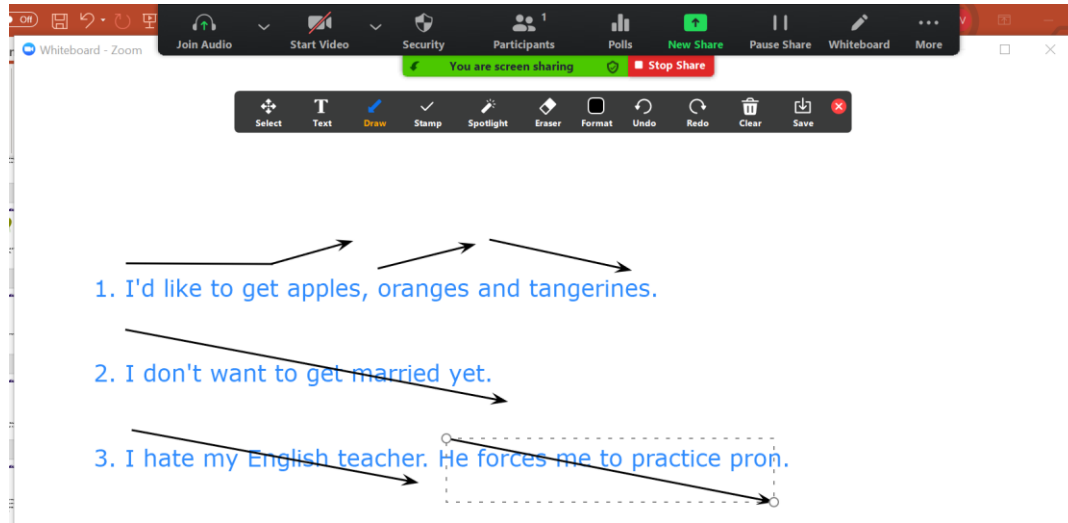
Basic

How difficult was this activity?

Too easy

CEFR Level	Time	Skills
A1-A2	0-5 minutes	Pronunciation

# Perception *and* articulation beyond the segment



## Intonation contours

Intonation can signal grammatical, semantic and attitudinal / emotional information.

- Exploit Zoom's *Whiteboard* feature for learners to draw arrows or simple lines to mark rising, falling, falling-rising, and any other intonation pattern, as they hear sentences you pronounce.

# On Production



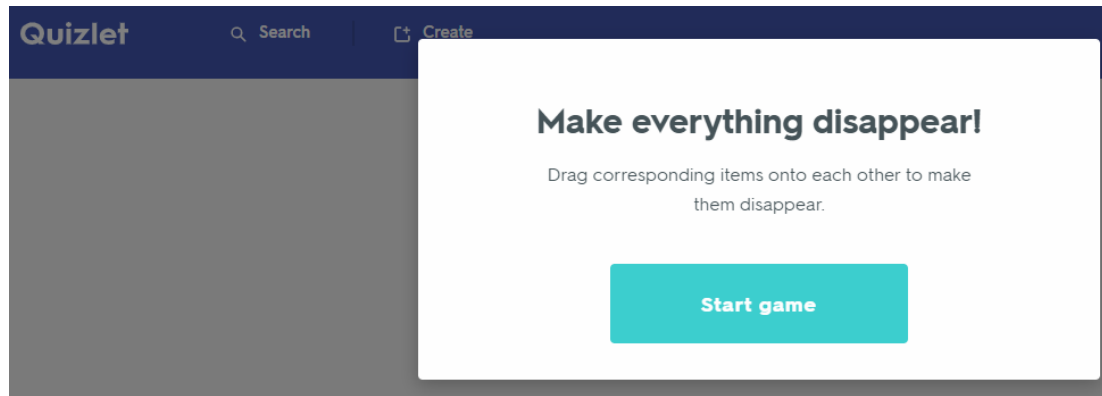
“You think that.”  
“I want to go.”  
“It’s raining outside.”  
“The test is tomorrow.”

## Alternative drilling: Emotions

Drilling is important, as it enables learners to develop articulatory habits. This activity allows the teacher to spot specific pronunciation issues students have, mainly across word boundaries.

- You could assign each student an emotion.
- Send a feeling word through the chat box.
- Ask each student to read out the sentence, conveying the assigned feeling.
- Their classmates guess the feeling.

# On Production



## Word stress: Matching

This type of activity can be used to either introduce the notion of word stress, as a TEST in a TTT-type of lesson, or for practice, to help learners consolidate their knowledge and understanding of this language aspect.

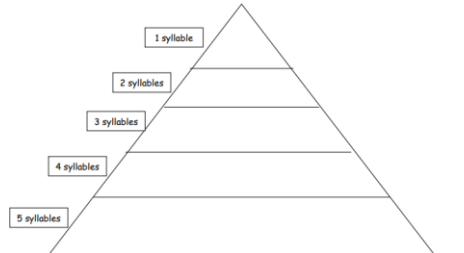
- Students can play the game and take a screenshot of their results, to share with their teacher.
- The teacher could also give a learner ‘host control’ over the session, so that they can do the activity for everyone to see.



# On Production

Directions: Write down the topic that your teacher gives you.  
Brainstorm words related to the topic that have one, two, three,  
or more syllables and write them in the pyramid.  
Time limit: \_\_\_\_\_

Topic: \_\_\_\_\_



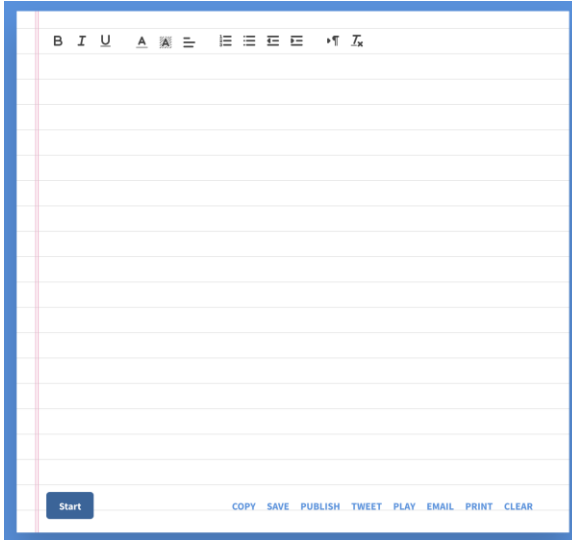
More than 5 syllables: \_\_\_\_\_

## Syllabification: Brainstorming

Raising learners' awareness of syllables is a prerequisite for teaching stress and intonation, as you'll be using notions such as "the first or the second part of a word."

- Give learners a topic and some time to brainstorm words related to that topic, with different syllable counts;
- This will allow them to make connections between a more formal aspect of language (syllable unit) and a more communicative aspect (building a story, thinking of topically-related lexical items).

# Other activities / tools

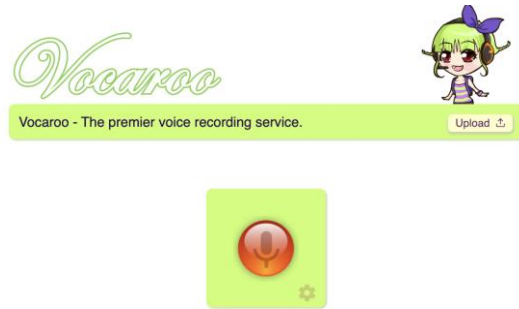


## Integrating Accuracy and Fluency

Apps and websites that allow learners to record themselves unlock several possibilities for work on form and communication.

- **Dictation.io/speech** allows learners to record themselves, converting their speech into text they can send their teacher and / or classmates.
- You could use this app to identify and understand learners' oral language production issues.

# Other activities / tools



## Accuracy and Fluency: Oral descriptions

Some apps and websites allow learners to make voice recordings that can be shared with others, without having to download or convert files.

- With Vocaroo.com, learners can make voice notes that can be shared in multiple ways: email, QR code, social media apps, etc.
- You could ask students to make voice diaries, or to record their answers to questions you pose, or to even complete mock oral exams.

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**Thank you!**