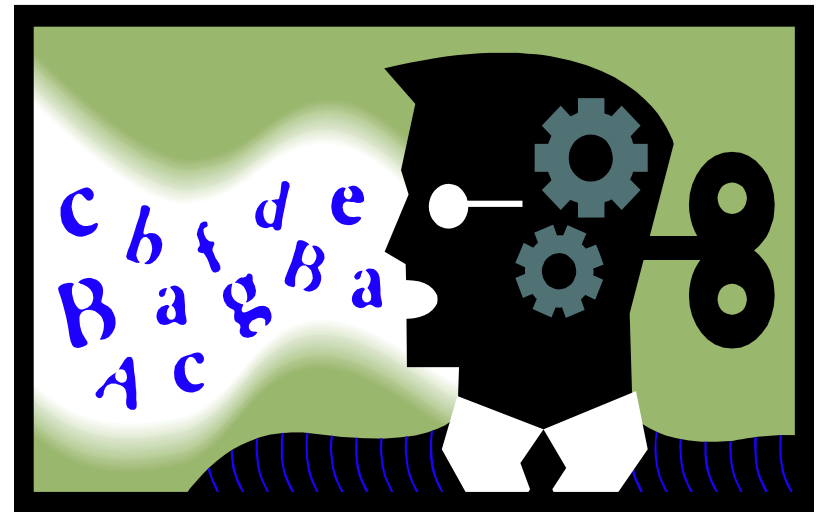
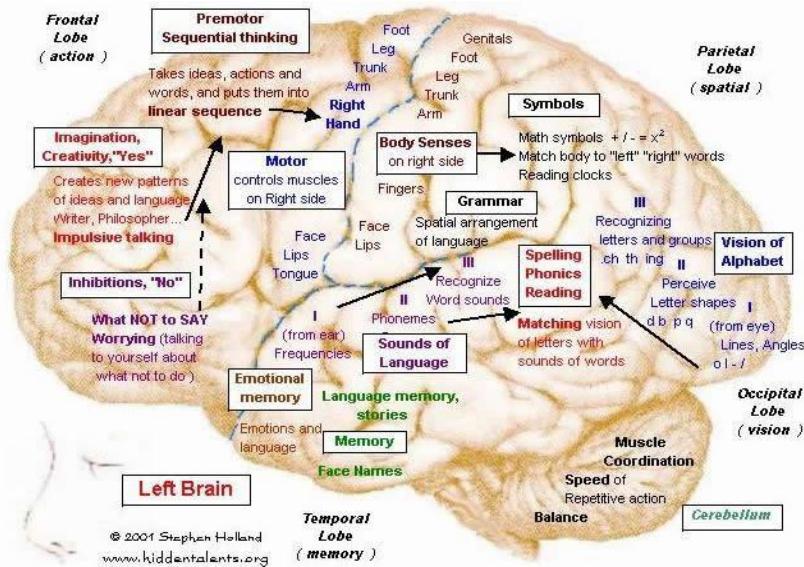


CALL 'EM AS YOU HEAR 'EM:

Ear Training & Phonetic Transcription (& Brain Stuff) for Teaching Pronunciation

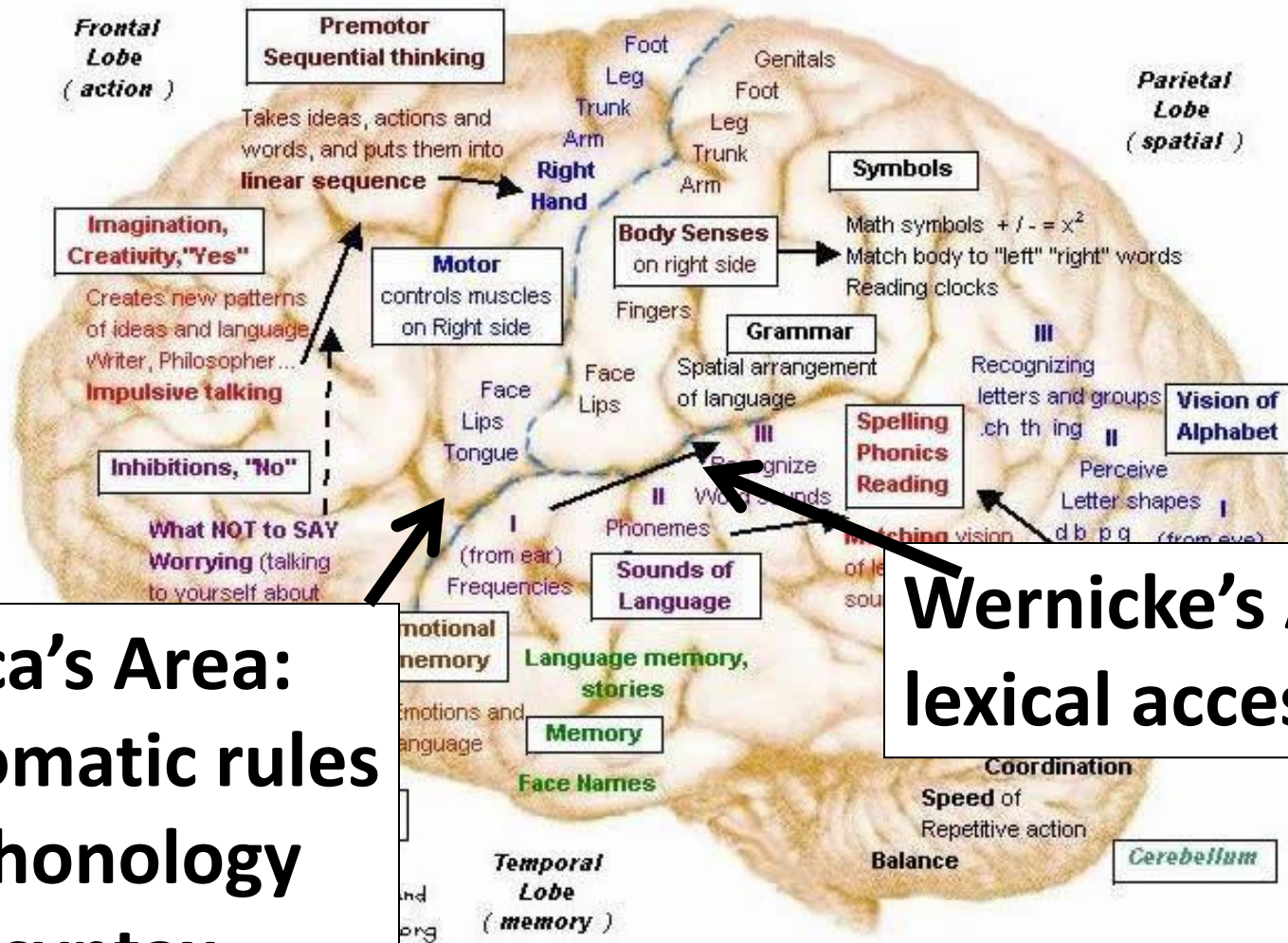


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January 29, 2012
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Myths about Teaching Pronunciation

- Only native speakers can teach it.
- Teachers must speak 'clearly' and not like normal conversation.
- Pronunciation is about consonants and vowels.

How the brain processes language: Left hemisphere

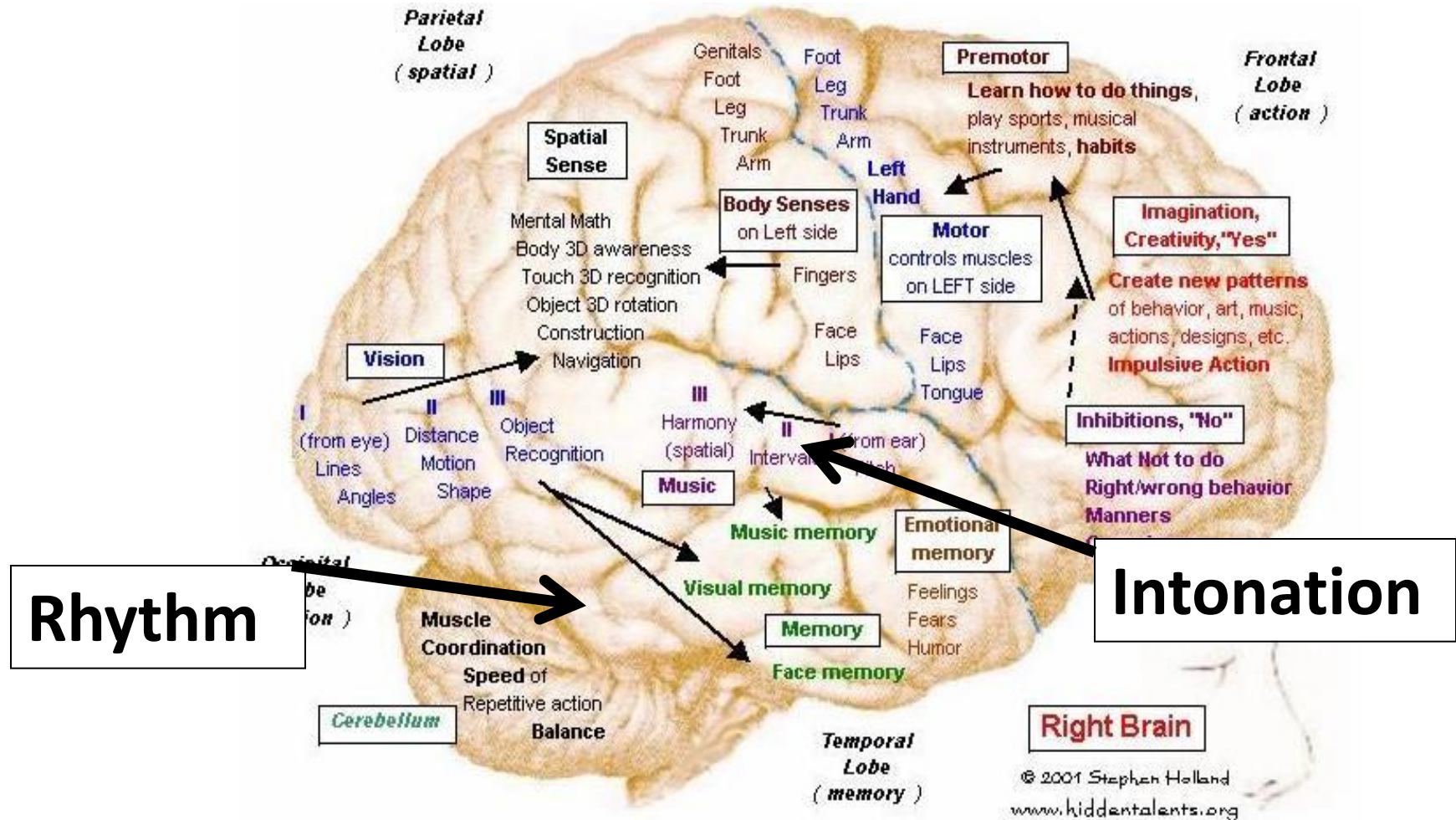


Broca's Area:
automatic rules
of phonology
and syntax

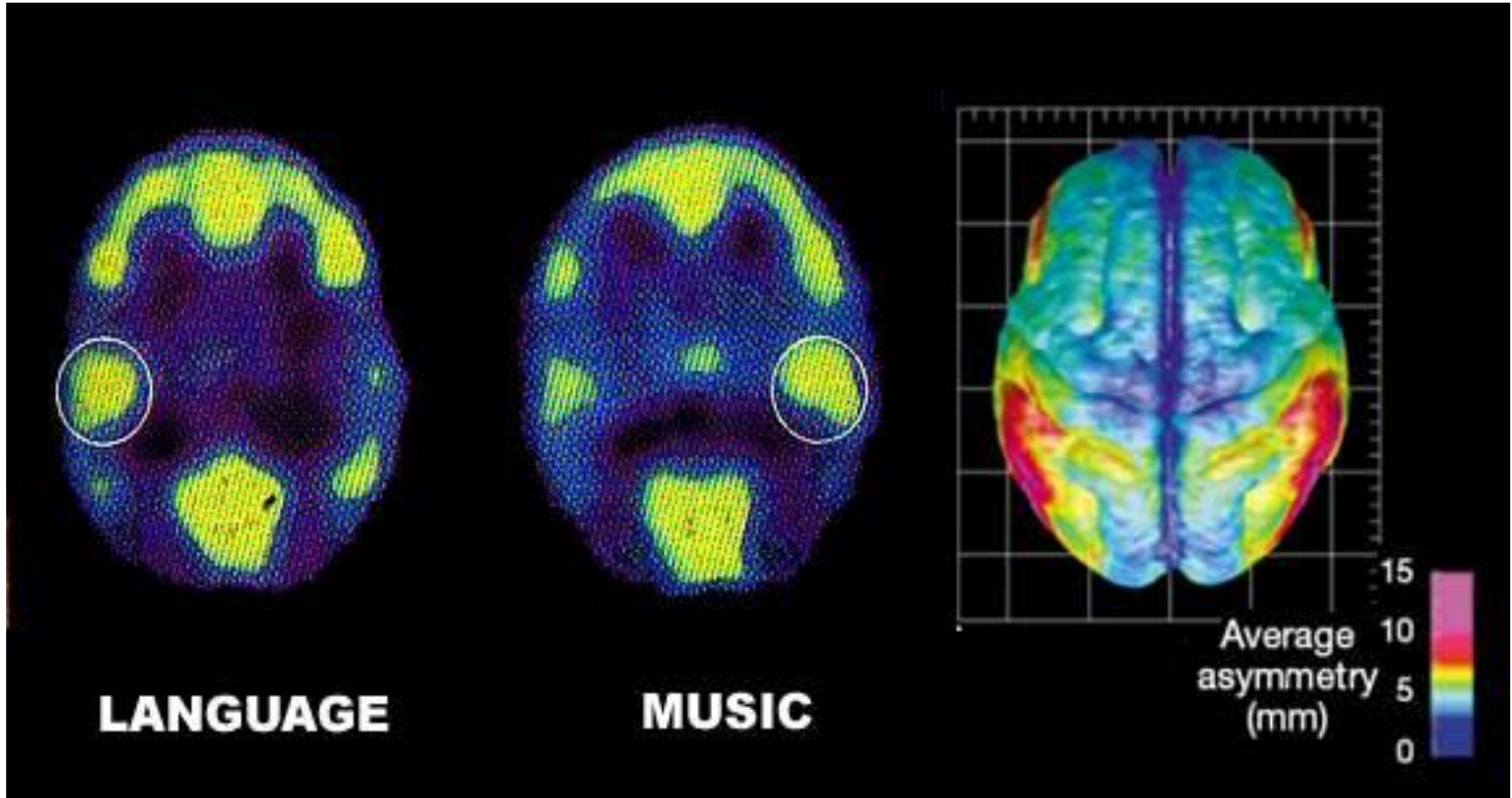
Wernicke's Area:
lexical access

How the brain processes language:

Right hemisphere



How to bypass Broca's Area?



How to bypass Broca's Area?

Left hemisphere

- L1 Phonetics and Phonology rules
- L1 Morphology and Syntax rules
- Fast speech: Consonants and short vowels
- Math, Logic, Analysis
- Sequencing
- Routines

Right hemisphere

- Music
- Emotions
- Intonation and long vowels
- Environmental sounds
- Non-L1 sounds
- Gestalt processing
- Faces and Spatial processing
- Exceptions, details

How to bypass Broca's Area?

Use other parts of the brain and other learning styles.

- Visual
- Kinesthetic / muscle memory
- Musical / non-linguistic sounds
- No more “listen harder!”

So, what is 'ear training'?

Raising awareness of speech sounds by using other parts of the brain and other learning styles.

- Visual
- Kinesthetic / muscle memory
- Musical / non-linguistic sounds
- No more “listen harder!”
- Production leads to perception

DANGER!

Don't rely too much on the written language:

- Pronunciation is not “reading aloud”
- English spelling is not phonetic
- Students need to understand spoken language
- You will hear what you expect to hear

[“Obama’s Elf”]

Phonetic transcription – you already know more than you think you do.

MANNERS OF ARTICULATION		PLACES OF ARTICULATION							
		LABIAL		DENTAL					
		bilabial	labiodental	interdental	alveolar	palatal	velar	uvular	glottal
Stops	voiceless	p			t		k		ʔ
	voiced	b			d		g		
Affricates	voiceless					č			
	voiced					ǰ			
Fricatives	voiceless		f	θ	s	š			h
	voiced		v	ð	z	ž			
Nasals		m			n		ŋ		
Liquids					l	r			
Glides		w				y			

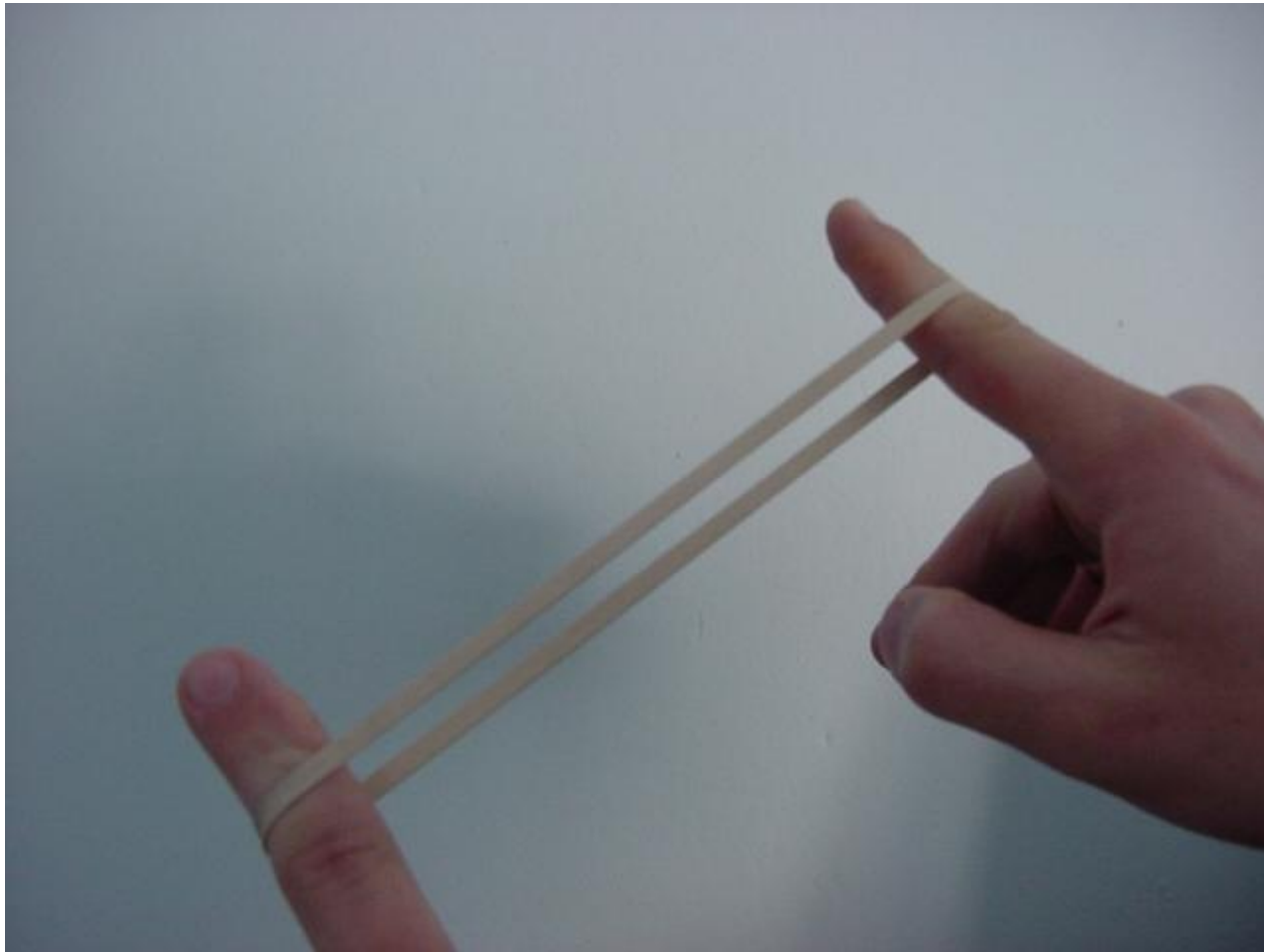
Phonetic transcription – you already know more than you think you do.

VOWELS		Front	Central	Back
High	tense	i	ɨ	u
	lax	ɪ		ʊ
Mid	tense	e	ə	o
	lax	ɛ		ɔ
Low		æ	ʌ	ɑ

Locate vowels with lollipops and colors – don't trust your ears!



Rubber bands: stress and vowel length (Visual/kinesthetic/rhythmic)



Rubber bands: stress and vowel length (Visual/kinesthetic/rhythmic)



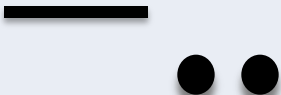
DA da da	da DA da	da da DA
Michigan Maryland Iowa (etc.)	Nevada New Hampshire Hawaii (etc.)	Illinois Tennessee



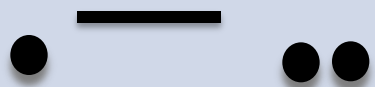


Kazoos for intonation and rhythm:



How to kazoo? Hum into the big end -- don't blow!

Kazoos for intonation and rhythm

Key word/ phrase	Stress pattern
GREAT	
PER fect	
the BEST	
WON derful	
a MA zing	

Key word/ phrase	Stress pattern
way to GO	
FAS cinating	
in CRE dible	
over WHEL Ming	
out of this WORLD	

Adapted from Karen Taylor

Simple Songs with rhythm that matches the spoken language:

	<i>Clap</i>	<i>Clap</i>	<i>Clap</i>	<i>Clap</i>
	THREE	BLIND	MICE	
	THREE	BLIND	MICE	
	SEE	HOW they	RUN	
	SEE	HOW they	RUN	
They	ALL ran	AF ter the	FAR mer's	WIFE
She	CUT off their	TAILS with a	CAR ving	KNIFE
Did you	E ver	SEE such a	SIGHT in your	LIFE
As	THREE	BLIND	MICE!	

Chants: Jump-rope rhymes, cheers, marching cadences.

	<i>Step Left</i>	<i>Step Right</i>	<i>Step Left</i>	<i>Step Right</i>
	LEFT		LEFT	
	LEFT	right	LEFT	
I	LEFT my	wife and	FOR ty-three	children
A-	LONE in the	house with-	OUT any	peanut-butter
	LEFT		LEFT	
	LEFT	right	LEFT	

Lexical chunks: chant useful phrases, teach syntax and morphology, without using Broca's Area.

(adapted from Carolyn Graham, *Jazz Chants*)

I'm	SORry	I	WAS n't in	CLASS!	[I	SAID,]
I'm	SORry	I	WAS n't in	CLASS!		
	I	had the	FLU!	My	CAT got	SICK!
I'm	SORry	I	WAS n't in	CLASS!		
My	CAR broke		DOWN!	I	LOST my	KEYS!
I	_____ my		_____ !			
My	_____ is		_____ !	(etc.)		

Understanding how the brain conceals linguistic information can help you increase

- your students' Accuracy
- your students' Comprehensibility
- your students' Fluency

Challenges: convincing

- students
- teachers
- administrators

