



MISiS 2016



INTEGRATING PRONUNCIATION INTO ESP/EAP/EMI CURRICULUM



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NUST MISiS
November 24, 2016

Workshop Outline

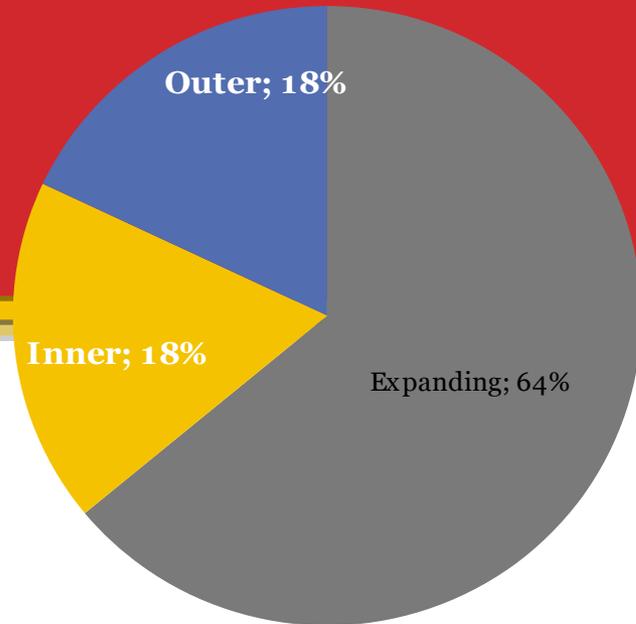
WHY is teaching pronunciation crucial for a modern non-native specialist

WHAT segmental and suprasegmental features are essential for a Russian specialist

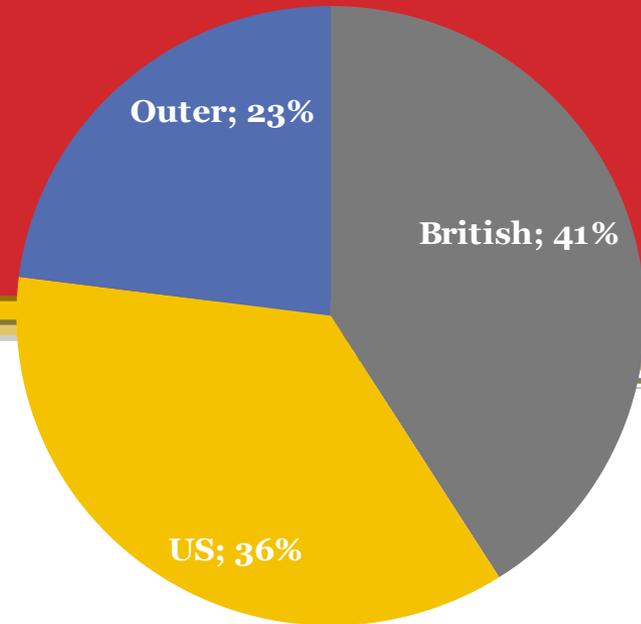
HOW to ensure that our instruction will stay “unforgettable near and far”

EFL EDUCATIONAL MODEL

Kachru's circles



Educational model



(Yoneoka, J. and Arimoto, J. 2008)

Typical NNES's performance

1. Unintelligible
2. Monotonous
3. Too pushy (overwhelming prominence)
4. Not contrastive (lack of prominence)
5. Wrong word stress

Integrating pronunciation teaching into ESP/EAP/EMI curriculum: Issues

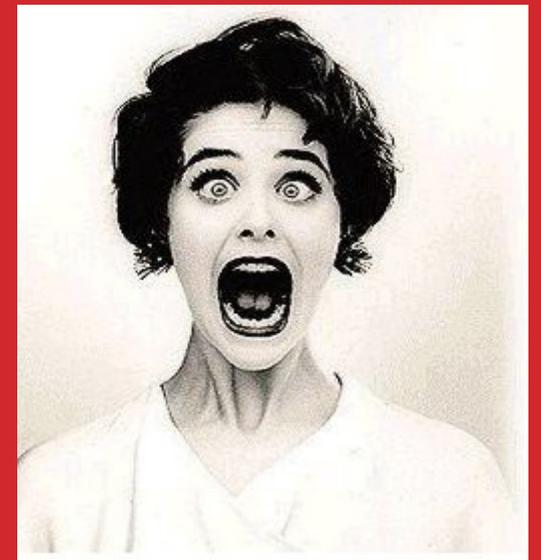
1. What variety of English to teach?
2. Is pronunciation teachable at all?
3. How long will it take my learners to acquire 'proper' English pronunciation?
4. Will their heavy Russian accent undermine their communication competence?
5. Should I teach English pronunciation as a separate course or just work on the students' mistakes?
6. Will they understand the complicated terms?
7. Do I have enough expertise in teaching English pronunciation?
8. Can my NN English pronunciation be a model?
9. Is mispronouncing words a serious mistake after all?

English pronunciation teaching model: EIL/ELF perspective

- No 'pure' standard variety.
- Focus on pragmatic competences and international communication strategies: for successful communication, more importance is placed on discourse intelligibility than native-speaker-like fluency.
- Both NESs and NNESs have to aspire to a mutually intelligible variety of English, which has a distinctive language, pragmatics features that NNESs are using as a means of expressing their sociocultural identities
(Seidlhofer & Berns 2009: 190).
- The interlocutor's accent is legitimate.
- NN teachers can serve as realistic models for their students.

English pronunciation teaching model: Grounds

1. J. Jenkins proposed acquiring only the degree of native speaker accent sufficient to ensuring intelligibility. This compromising ELT method saves precious time and effort of EFL/ESL teachers and learners(Jenkins 2000).
2. Simon Andrewes (Andrewes 2011) has put forward the idea that NNEs should aim to acquire a pronunciation model approximating that of public speaking. NNEs need to develop their rhetorical competence in such areas as
 - clarity of enunciation
 - speed of delivery
 - appropriate pausing
 - nuclear stress patterns.
3. MSLU (T.I. Shevchenko's school of sociolinguistics). Intensive sociolinguistic research of British and American standard pronunciation.



Where pronunciation teaching overlaps with teaching presentation skills



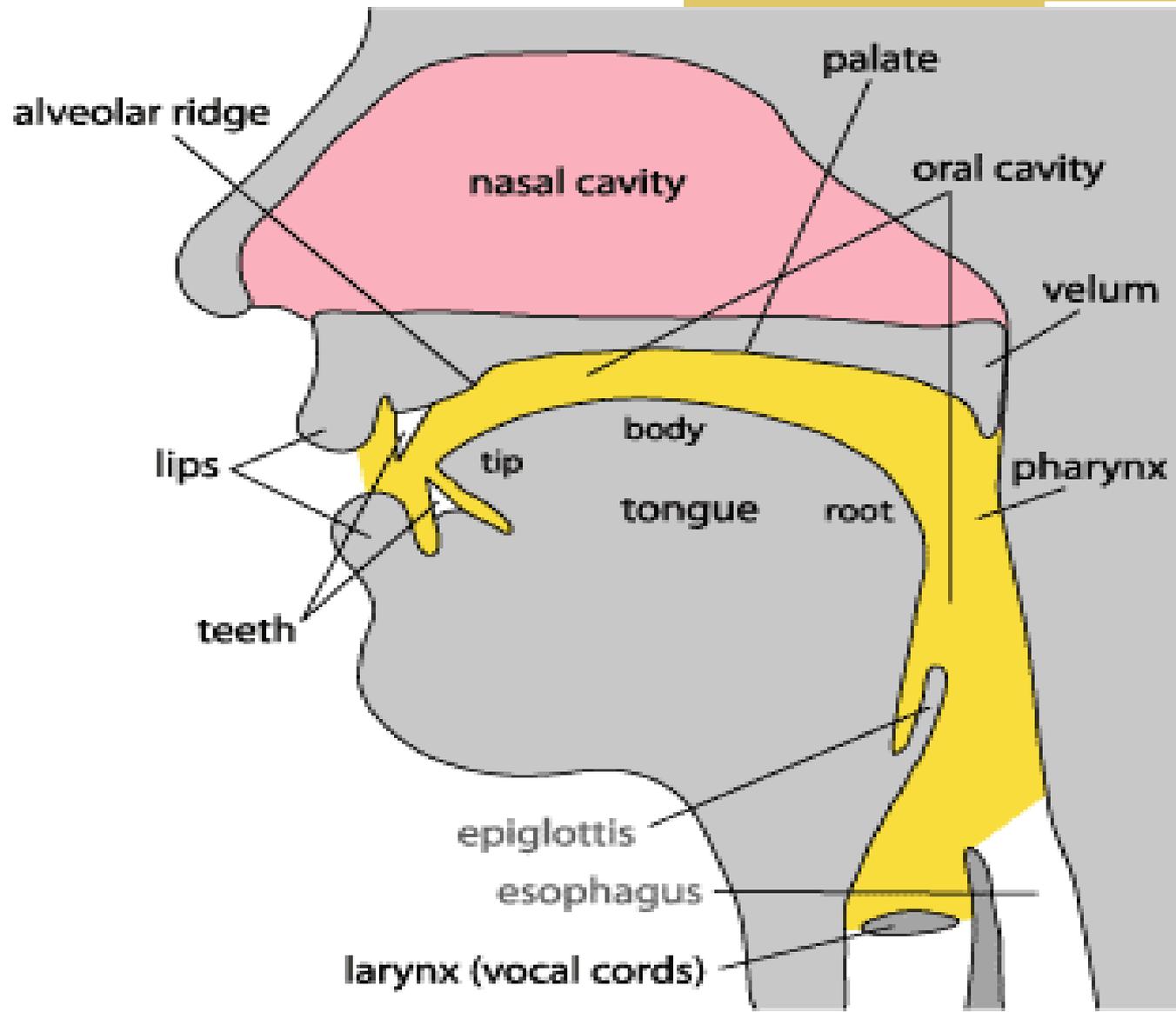
- Recover breath
- Set the right mood that you're going to project to the audience
- Relax the body
- Warm up the speech organs





Tongue twisters

- **Which witch wished which wicked wish?**
- **Lovely lemon liniment.**
- **Seventy seven benevolent elephants.**
- **Pirates' Private Property.**
- **World Wide Web.**
- **Snout-snout-snout-snout-snout-snout**
- **Smile: Click – click – click**
- **Smile: Click-click-click-click**
- **Candle-jaw-candle-jaw-candle-jaw**
- **Snout-smile-snout-jaw-snout-smile**



По месту ОП По способу ОП	Губно- губные	Губно- зубные	Между- зные	Апикальн о_ альвеоляр ные	Заальвео лярные (какумин альный)	Палатал ьно- альвео лярные	Палата льные	Велярные	Гортан ные
Взрывные Plosives/ Stops	b p			t d				g k	
Аффрикаты Affricates						ɟʒ tʃ			
Фрикативные Fricatives		f v	θ ð	z s		ʃ ʒ			h
Носовые Nasals	m			n				ŋ	
Боковые Lateral				l					
Полусогласные Liquids/ approximants	w				r		j		

In linguistics, communication studies, rhetoric, the extent to which a text is perceived as suitable/appropriate for a particular

purpose (central idea and purpose of the speech, e.g. to persuade, to inform, to motivate)

audience (big, small, national/international, sociocultural factors, level of expertise, hostile/friendly, etc.)

context (formal/informal, time of the day, etc.)

Basic notions

BN 1. Prepared oral text (film speeches;
www.americanrhetoric.com)

- well - planned structure
- prosodic (voice) characteristics work for the image, highlight the central idea (message) and purpose of the speech.

BN 2. Four P's of speech delivery: Pause, Pace, Power, Pitch.

Jabberwocky by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that
catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

He took his vorpal sword in hand;
Long time the manxome foe he
sought—
So rested he by the Tumtum tree
And stood awhile in thought.

Варкалось.
Хливкие шорьки
Пырялись по наве,
И хрюкотали зелюки,
Как мюмзики в мове.

«О бойся Бармаглота, сын!
Он так свирлеп и дик,
А в глуще рымит исполин -Злопастный
Брандашмыг.»

Но взял он меч, и взял он щит,
Высоких полон дум.
В глущобу путь его лежит
Под дерево Тумтум.

(пер. Д. Орловской)

The 4 P's: Pause, Pitch, Power, Pace

Every Lady in this Land
Hath 20 nails on each hand;
Five and twenty on hands and
feet;
And this is true, without deceit.

(a puzzle, dated 500 years ago)

Every Lady in this Land
Hath 20 nails. On each hand,
Five; and twenty on hands and
feet;
And this is true, without deceit.

Please define the audience, purpose and context of the two speeches

I think no I am positive that you are the most unattractive man I have ever met in my entire life you know in the short time we've been together you have demonstrated every loathsome characteristic of the male personality and even discovered a few new ones you are physically repulsive intellectually retarded you're morally reprehensible vulgar intensive selfish stupid you have no taste a lousy sense of humour and you smell you're not even interesting enough to make me sick goodbye Darryl and thank you for a lovely lunch

I am William Wallace and I see a whole army of my countrymen here in defiance of tyranny you have come to fight as free men you are what will you do with that freedom will you fight aye fight and you may die run and you'll live at least a while and dying in your beds many years from now would you be willing to trade all the days from this day to that for one chance just one chance to come back here and tell our enemies that they may take our lives but they'll never take our freedom

Please chunk the extract into sentences and speech units

On our very first day at Harvard a very wise professor quoted aristotle the law is reason free from passion well no offense to aristotle but in my three years at harvard i have come to find that passion is a key ingredient to the study and practice of law and of life it is with passion courage and conviction and strong sense of self that we take our next steps into the world remembering that first impressions are not always correct you must always have faith in people and most importantly you must always have faith in yourself congratulations class 2004 we did it

Analyze the paragraph (text) by answering the following questions:

- Who is the speech intended for (audience profile)?
- What's the main purpose of your speech: to inform, to persuade, to describe, to entertain?
- What is the central idea of the paragraph/text?
- What is the key sentence of the paragraph/text (the climax to be highlighted)?
- What is the purpose of the text links and other syntactical means (parallel constructions, repetitions, rhetorical questions) in the extract and how do they maintain the logical structure of the paragraph?
- In what parts of the extract would you change the tempo and why?
- Where would you use pauses? What key words would you precede by a pause (terrace)? Would you use a suspense pause? Where would you use longer/shorter pauses?
- Where would you change the pitch and for what purpose?

On our ↑VERY first DAY at HARVARD, |
a VERY WISE PROFESSOR quoted ARISTOTLE:|
“The ↑LAW is REASON FREE from PASSION.” ||

Well, |no OFFENSE to ARISTOTLE, |
but in ↑MY THREE YEARS at HARVARD I have come to find that PASSION
is a KEY INGREDIENT to the STUDY and PRACTICE of LAW – ||
↓ and of LIFE. |

It is with PASSION, |COURAGE and CONVICTION, |and STRONG SENSE of SELF |
that we take our NEXT STEPS into the WORLD, ||
↓REMEMBERING that FIRST IMPRESSIONS are not ALWAYS correct. |||

You must ALWAYS have FAITH in PEOPLE. ||
And MOST IMPORTANTLY, ||||
you must ALWAYS have FAITH in YOURSELF. |||

Congratulations class 2004 – |
↑we ↘DID it!

<http://www.youtube.com/watch?v=eyvDW1rinfs#t=86>



Thank you

We did it!

A tree toad loved a she-toad
Who lived up in a tree.
He was a two-toed tree toad
But a three-toed toad was she.

The two-toed tree toad tried to win
The three-toed she-toad's heart,
For the two-toed tree toad loved the ground
That the three-toed tree toad trod.
But the two-toed tree toad tried in vain.
He couldn't please her whim.

From her tree toad bower
With her three-toed power
The she-toad vetoed him.



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