Project-based Instruction for Pronunciation Accuracy

CeAnn Myers [i] and Nicholas Velde, Nagasaki University, Center for Language Studies, Nagasaki, Japan

Abstract

Pronunciation accuracy is a key component in the communicative competence of language learners (Celce-Murcia et al, 2010), yet current language teaching theory (e.g., Communicative Language Teaching) fails to address this part of language learning in a direct manner. This leaves language teachers to decide on their own how to teach pronunciation. Yet many teachers are underprepared or lack guidance in this extremely important decision. This article divulges the steps taken in implementing a project to teach suprasegmental features of English. The project was highly successful in training students to become more accurate in their pronunciation and to utilize pronunciation as a tool for communicative competence.

Keywords: *Project-based Instruction, Communicative-Language Teaching, Video, Pronunciation, Register*

Apstrakt

Pravilan izgovor je ključna komponenta u komunikativnoj kompetenciji za sve koji uče neki strani jezik (Celce-Murcia et al, 2010), iako se aktuelne teorije o učenju jezika (npr. komunikativna teorija) ne bave na direktan način ovim važnim delom učenja jezika. Nastavnici su, prema tome, prepušteni sami sebi, odnosno, sami odlučuju o tome na koji način će da podučavaju izgovor. Mnogi nastavnici, pak, nisu dovoljno obučeni ili im nedostaju prave tehnike za podučavanje izgovora. U ovom članku su prikazani preduzeti koraci u implementiranju projekta u kojem se podučavaju suprasegmentalne karakteristike engleskog jezika. Ovaj projekat je bio veoma uspešan u podučavanju učenika boljem izgovoru, i korišćenju izgovora kao sredstva za komunikativnu kompetenciju.

Ključne reči: *projektna nastava, komunikativno podučavanje, video, izgovor, registar*

1. Introduction

To date, much attention has been given to the role of pronunciation in the communicative competence of language learners. With the advent of Communicative Language Teaching (CLT) and a move from accuracy to fluency in pronunciation (Goodwin, 2001), teachers have struggled to identify the manner in which they should address the pronunciation needs of their students (Levis & Grant, 2003). In addition, teachers are rarely given the resources and support necessary to address pronunciation in the classroom. As a result, pronunciation is considered important in communicative competence, but it is rarely given the curricular attention necessary for building a complete communicative competence among language learners.

In addition to the failures of CLT to involve pronunciation accuracy as a communicative tool, we found that, in our

teaching setting, we simply lacked the time necessary to seriously address student issues in pronunciation. Though students had few problems with segmental features in English, they were often struggling to learn the suprasegmental features of English that are highly important for communicative competence (i.e., word stress, sentence stress, intonation, and connected speech). In order to address such issues, an extra-curricular approach was needed.

In addition to the need for direct pronunciation training, we found that classes were often driven by tests, lacked strong threads from one class to the next, and did not provide motivating tasks that required communication. In order to encourage more realistic language use, motivate students, and link classes, our program dedicated class time to Project-based Instruction (PBI). PBI asks students to complete a complex, long-term project. According to Thomas (2000), PBI (a) requires a series of complex tasks, (b) is based on questions or problems that require critical thinking, (c) utilizes problem-solving, decision making, or investigative activities, (d) promotes autonomous learning, and (e) culminates in a tangible output. Because of the focus on authentic problems, students who participate in PBI genuinely communicate with each other in order to share their ideas and opinions. Furthermore, project

topics should be interesting and applicable to students' lives. Because PBI utilizes current, stimulating topics, encourages authentic communication, builds on previously learned knowledge, "students experience increased motivation, autonomy, engagement, and a more positive attitude toward English" (Alan & Stoller, 2005, p. 10). Whether PBI is used as a supplement to an already-existing course or as a stand-alone class, students and the program as a whole will experience numerous benefits.

2. Pronunciation in the Curriculum

Some language programs address pronunciation directly in objectives and goals, but still fail due to under-prepared teachers or ineffective materials for pronunciation teaching. In addition, language programs often take a misguided approach to teaching pronunciation, even though curricular decisions about pronunciation must be principled and appropriate according to the teaching setting and learners involved (Celce-Murcia et al, 2010). As language teachers, we found ourselves falling into a category of teachers who wanted to address the important aspects of pronunciation in communication, but failed to find the time and direction needed to do so. Our language curriculum failed to target specific features in pronunciation, and we found ourselves working among

teachers who were not prepared to teach pronunciation through prior experience or education. These circumstances led to a decision to adopt a special project into our existing curriculum in order to address the need for more targeted pronunciation teaching within the context of oral communication.

The project was first introduced at the international TESOL convention in 2013 (Stacy & Grode, 2013). It was presented as a possible project to be used in teaching and assessing spoken accuracy while focusing on communicative competence. Though the project featured many aspects that fit our curricular needs, we found that the project would need to be adapted in order to fit well into our curriculum.

This article provides insight into using a project to teach pronunciation as a communicative tool. It begins with a description of the project we adapted to our teaching setting and explains the steps taken while implementing the project. Following the description and explanation, we include details about an adapted version of the project, which we implemented in a different teaching setting at the same university. Finally, we offer reflections on the project's efficacy in teaching pronunciation for communicative competence, and we offer suggestions for adapting this project to other teaching settings.

3. Speaking Project

Our original *Imitation* and *Change It Up Speech* Project was designed for an Intensive English Program (IEP) in an English as a foreign language (EFL) setting in Turkey. Roughly half of the students in the program were preparing for departments where English is the medium of instruction while the other half of students attended the program as a pre-requisite to enrolling in a Turkish-medium program. Students in the IEP attended 24 hours of English instruction per week, one of which was an instructional hour devoted to PBI. About 475 students participated in this project with 25 instructors, 85% of which were non-native English speakers. The university used the quarter system, and therefore, instructors had seven weeks for this project. This meant that students had approximately seven hours of instruction devoted to the project. There were two major goals to this project:

1. to help students develop accuracy with suprasegmental features of pronunciation;
2. to assist students in understanding how different registers utilize different pronunciation features in addition to vocabulary and non-verbal characteristics in speech.

In order to adequately support and assess these goals, the project was divided into two components or "speeches," the *Imitation Speech*, and the *Change It Up Speech.* The following paragraphs will provide practical steps for implementing this project, material that can be used, a format for lessons in the project, and rubrics for assessing both speeches.

4. Phase One: *Imitation Speech* Introduction

In the initial phase of the project, teachers needed to provide a brief introduction to PBI as a teaching method and explain the components of the project that students would carry out. It was important that students understood that this was a long-term, complex project with many steps and the teacher will be there to guide them along the way. Additionally, students needed a clear description of the project including the goals of the project, steps they will complete, and schedule for the duration of the project. This was also the time for teachers to "sell" the project to the students. We wanted students to be excited about the project and to look forward to working together, and not to be overwhelmed. One great way to do this was to show a concrete example. For our project, many teachers created their own sample video to show to the students. This was highly recommended as teachers gained valuable experience in completing the steps before they asked the students to complete them. Additionally, students enjoyed seeing their teacher in a new role. It was good for students to see their instructors take a risk and be outside of their comfort zone. This was also a great team-building experience. In our context, we had teachers imitate characters from the TV series, *Friends*, as well as popular movies like *The Hunger Games*. In the first phase, it was important for students to generally understand how PBI is different from normal class tasks, comprehend the goals, steps, and schedule of the project, watch an example, and be motivated to begin their own speeches.

5. Phase Two: Video Selection and Script Creation

In the second phase of the project, students chose a video to imitate. They were able to choose any video featuring one person speaking for 1-3 minutes. Students were encouraged to think of their favorite movies, TV shows, and news programs as source material for the project. Additionally, students could use speeches such as celebrity Oscar speeches, speeches to the United Nations, or world-famous speeches such as Martin Luther King Jr's *I Have a Dream* speech. Students chose numerous different speeches, ranging from Marlon Brando in *The Godfather* to Nelson

Mandela's speech about segregation. In order to assist students in this process, they were given a list of speech resources (see Appendix A). Once students decided on a speech, they looked for the script. If students could not find the script, they listened to the speech several times and transcribed it themselves. Because the project was not focused on listening due to the limited timeframe allotted, teachers did not request that all students transcribe their speech. Once students brought the script to class, teachers helped to check it and ensure that it was correct.

6. Phase Three: Pronunciation Instruction

The third phase involved breaking down pronunciation features of word stress, sentence stress, intonation, and rhythm/connected speech. When teaching pronunciation of spoken English, teachers must first decide what methods they will use. However, the pronunciation features they will teach often dictate their pedagogical decisions. In particular, the decision to teach either segmental or suprasegmental features of spoken English deeply influences the method in which an instructor will teach. Theoretically, an approach primarily based in suprasegmentals but in a balanced way, tailored on learners' needs, has been strongly advocated (Goodwin, 2001; Levis & Grant, 2003). In particular, Celce-Murcia

et al (2010) have provided guidance in teaching suprasegmentals using methods of imitation wherein students observe speakers of the target language and develop skills in producing spoken language by mimicking the speakers from source material. Based on these theoretical and practical suggestions, our project adopted a very specific method of teaching pronunciation to students.

First, the students were taught pronunciation rules for word stress, sentence stress, intonation, and rhythm/connected speech. Following our presentation of rules, the students engaged in practice and application of the rules. This phase was highly important for the project. For each of these features, the teachers spent approximately 20-30 minutes presenting the information and letting the students practice.

Word stress. According to Gilbert (2008) a stressed syllable is important for focus in production of spoken English because it often represents the pinnacle of focus in a speaker's message. Furthermore, one major signal of word stress is an elongated vowel sound at the center of a stressed syllable. Gilbert also proposes that vowel length is one feature of stress that is more easily controlled by learners of English. For these reasons, we created a simplified set of rules for word stress. The rules were created in order to avoid the need to teach

an entire set of linguistic vocabulary and the skills necessary to linguistically analyze English speeches. Making students junior linguists was simply not the goal of the project. Rather, raising awareness and offering rules that might more practically influence students' output in spoken English were the primary focus. The following were utilized as word stress rules during the project:

> One word = one stress (one word cannot have two stresses)

> The stress is always on a vowel sound

> Stress does not happen in one-syllable words

> The rules are difficult, you need to practice

In addition to these rules, the students practiced noticing and predicting word stress using a worksheet (see Appendix B) and then with a partner using an information gap. Later, the students applied the skills learned to their own speeches.

Sentence stress. To teach sentence stress, the teachers focused on helping the students recognize content versus function words. They also helped them to learn how to apply stress to content words and the most important words in their sentences. The students were presented

with information in a worksheet and a lecture, then practiced with a partner focusing on consciously stressing parts of a sentence and recognizing their partner's stressed words (see Appendix C). Eventually, the students applied these skills to their *Imitation Speech* project as well.

Intonation. The teachers focused on pitch and intonation as a means to express emotions. Additionally, body language was taught as a non-verbal communication tool for expressing emotions. After the teachers provided information on how emotions are typically expressed in English using a variety of intonation and volume patterns, the students played a game to practice intonation and body language (see Appendix D). In a group, they chose an emotion card and read a sentence changing their pitch, tone, and body language to express themselves. Their group members then guessed their emotion. These skills were also applied to the students' *Imitation Speeches*.

Rhythm and connected speech.

The students were introduced to rhythm as the musicality of language and connected speech as the blending of sounds when we speak. They were presented with a few simple rules to help them comprehend these topics:

C+V = *Consonant + Vowel: Words that end in a consonant and the next word starts with a vowel. Push the consonant sound forward and connect it with the vowel.*

> Ex. "I need it." = "I nee **d**it."

C+C = Consonant + Consonant: Words that end in a consonant and the next word starts with a consonant. Only say the sound once, but make it longer. Do not say the sound twice.

> Ex. "Good day" = "Goo**d**ay"

Students practiced these rules with a worksheet (see Appendix E), and with a partner. They eventually applied them to their *Imitation Speech*.

In addition to practicing with worksheets and partners, the students had the opportunity to try out their new knowledge with three mini-practice speeches. These were a motivating and fun way for students to utilize pronunciation features learned in class. During three different days, the instructor played one mini-practice, for a total of three videos:

Gollum from *Lord of the Rings*

Brad Pitt from *Fight Club*

I am Sparta speech from *300*

7. Phase Four: *Imitation Speech* Video Creation and Movie Day #1

By the fourth phase, students will have learned the targeted pronunciation features, practiced the features, chosen their video to imitate, and found or written a script. At this point, the instructors provided some simple symbols to use (one for each of the targeted pronunciation features, plus one for pauses) as they listened and analyzed their videos. After practicing in class, the students used these symbols in their own scripts. This required students to listen to their videos numerous times and developed their ability to recognize the pronunciation features taught in class. The students began practicing speaking along with their video, changing their rhythm, connected speech, tone, pitch, word and sentence stress, pauses, and body language in order to make their production resemble the original speech as closely as possible. The students recorded videos of their final speeches. They were allowed to re-record as many times as necessary, but they were not allowed to read notes. Essentially, the speech had to be memorized. On the day that the *Imitation Speech* was due, the class had a "movie day" and watched the final products. Students were very excited to show their hard work and the movie viewers enjoyed seeing their friends and classmates acting as other people. After class, the teacher graded the student speeches using a

rubric. An example rubric can be found in Appendix F.

8. Phase Five: Introduction of *Change It Up* Speech

Once the first of their two speeches was completed, the students learned about the other speech: the *Change It Up* Speech. For this speech, the students used their original speech, but needed to change the register and modify it for a new audience. For example, if the student's original video was an Oscar speech, the student could change it to be a political campaign ad, a speech between friends, or an academic lecture. Students watched an example created by the teacher in order to become more familiar with the speech requirements.

9. Phase Six: Register/Audience and Appropriate Pronunciation Modifications

The first step in this phase was to understand the concepts of register and audience. Next, the students brainstormed as many different registers and audiences as possible. Then, thinking of their speech, they were assisted in choosing a completely different register and audience. Once they chose their new context, they worked to modify the vocabulary in their speech using synonyms appropriate for the new setting. Then, they modified the pronunciation of

their speech changing each feature to better suite their new register. Transforming speeches made the students much more aware of the register that each speech was originally written for. They were required to consider the pronunciation features within that particular register before making choices about which pronunciation features to change for their transformed speech. Furthermore, the students gained new insight about two different registers and how pronunciation changes to reflect register.

10. Phase Seven: Practice and Movie Day #2

During this final phase of the entire project, the students practiced their newly modified speeches at home and recorded a second video. In class, they had another movie day and showcased their projects. The teachers evaluated the projects using a rubric and gave the students feedback on their project as a whole.

11. Adapted Project for ENG101

Though we had already adapted the project for our IEP setting, we also felt that the project would fit nicely into an academic presentation skills course for students who had finished the Intensive English Program and matriculated into

regular courses at the university. As a result, we decided to modify the project once more in order to match the curricular goals of the academic presentation skills course. The project we used lasted 15 weeks, or an entire semester of study. It was used as a major tool for assessment during the semester. Our modification of the project included requiring students to perform their *Imitation Speech* in front of the class as a midterm exam, rather than recording the speech as a video. The students were also required to adapt the *Imitation Speech* in order to transform it into an academic presentation, which helped the students achieve the course goal of learning to give academic presentations. Before beginning this stage of the project, an example speech was given using a visual aid and following conventions of academic presentations using an introduction, central idea or argument, and a conclusion. In addition to students using materials from the first stage of the project (i.e., the script for the *Imitation Speech*), the teacher led the students through a series of steps in order to scaffold the process of transformation. These steps included identifying words within the speech that could be changed into synonyms featured on the academic word list created by Coxhead (2000). By working in a computer lab and giving training to students for the tools necessary for this step (i.e., an online learner's

dictionary, an online version of the academic word list, and an online thesaurus), the students were prepared to target specific vocabulary in order to create a more academic tone in their presentations. In addition, training was given in creating visual aids (i.e., PowerPoint presentations), creating introductions and conclusions, and incorporating outside information from sources in order to support the presentations. Other scaffolding necessary for students to transform speeches from movies into academic presentations included encouraging students to identify themes from their speeches in order to use those themes as the center of their final presentations. Once students identified the themes, they were asked to narrow their scope to one theme and to create an academic presentation much like the example presentation they experienced earlier in the semester. Though the project for the academic presentation skills course was quite different from the IEP project, we were able to model it after the IEP project in order to maintain structure and guidance throughout the semester.

12. Reflections and Suggestions

This project yielded positive effects on both the teachers and the students who participated. The non-native English-speaking teachers were quite hesitant and

nervous to teach a pronunciation-focused course. However, because each of the features were scaffolded and specific, instructors went from feeling inadequate to feeling empowered by the project and their ability to teach pronunciation. The project was motivating for both the IEP and the academic presentation skills students as well. Many of the students who normally didn't complete homework assignments in other classes completed every step of the project. In addition, the students enjoyed both the worksheets and the current and entertaining videos used for practice sessions during the project. The students in the academic presentation skills course for presentation skills left the project with a larger awareness of the academic register of English, and also gained a strong confidence in their public speaking abilities. The students learned and used the suprasegmental features that the project focused on, even after the project. As a result, students from both the IEP and academic presentation skills course experienced a great improvement in their pronunciation as a tool of communicative competence.

Though our project was highly beneficial for the teachers and students, we also experienced several challenges. The project's sequence was too fast and did not allow instructors to assist students to the extent that they wanted to. For example, the students who could not find

their script were required to transcribe it from listening to the video. While this exercise was helpful and worthwhile, it could have been better scaffolded and transcription techniques could have been taught in class. In addition, the students in the academic presentation skills course were never introduced to many of the features of pronunciation focused on during the project prior to enrolling in the course. Consequently, they required more instruction than was available because the class only met once a week. It is highly important to consider these challenges and to be prepared for other unforeseen issues when administering this project. However, we felt that the benefits far outweighed any problems we encountered.

With the benefits and challenges in mind, we feel it is necessary to provide some suggestions for adapting this project to other teaching settings. It is imperative for teachers to focus on pronunciation areas that are a specific concern/challenge for students. This may be guided by an initial diagnostic in order to identify problem areas in pronunciation for students. Lengthening or shortening the time allotted for the project must also occur depending on the curricular space provided. If possible, this project could easily be lengthened. This would allow for more scaffolding, a focus on additional pronunciation features (i.e., segmentals),

or an in-depth introduction to different registers of spoken English. In contrast, the project can also be shortened by removing one component of the project (i.e., the *Imitation Speech* or the *Change It Up Speech*). However, the *Change It Up* part of the project was considered most important for the academic presentation skills course because it offered more time to analyze and experience the academic register. While shortening or lengthening will change some of the overall goals of the project, it can still be considered a valuable addition to a curriculum. Moreover, other requirements might change the overall focus of the project. For example, the teacher might require only academic speeches in order to direct project towards the goals of their course.

This project allowed us to address the deficiencies in CLT concerning pronunciation accuracy. In addition, we were able to engage students in a project in which they focused on language forms and meanings in order to communicate more authentically. Using the steps described, teachers can attempt to do the same in their own setting. Adaptations can easily align the project to a course's goals and objectives while still engaging students in having fun with language. We encourage teachers to try to adopt the project in their setting and experience the benefits that we have seen with our students.

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Appendix A

SPEECH RESOURCES

Where can you find speeches in English? Here are some places:

http://www.americanrhetoric.com/top100speechesall.html

http://www.film.com/movies/the-50-greatest-movie-monologues

Martin Luther King Jr. *I Have a Dream* https://www.youtube.com/watch?v=3vDWWy4CMhE

Barak Obama https://www.youtube.com/watch?v=HoFqV3qVMGA

Oscar speeches

TED Talks http://www.ted.com/

Nelson Mandela https://www.youtube.com/watch?v=xZ9KlXCkb2s

Malala Yousafzai https://www.youtube.com/watch?v=MOqIotJrFVM

Ronald Regan: *Tear down this wall https://www.youtube.com/watch?v=Ei1HnWwzmNk*

Emma Watson: UN Speech https://www.youtube.com/watch?v=p-iFl4qhBsE

Ellen DeGeneres: Tulane Commencement

https://www.youtube.com/watch?v=0e8ToRVOtRo

Morgan Freeman: Shawshank Redemption

https://www.youtube.com/watch?v=TeBU3tiYY0U

Princess Diana: https://www.youtube.com/watch?v=QqNI9aRUb3k

Captain Jack Sparrow from *Pirates of the Caribbean*:

https://www.youtube.com/watch?v=mCDA-m-TQdU

Appendix B

B1 Speech Project: Word Stress

Rules:

_____ word = _____stress

The stress is always on a _____ _____

Stress does not happen in _____ words

Rules are _____, you need to _____

Count the Syllables

Word		Number of Syllables?
Dog	dog	1
green		
teacher	teach-er	
Table		
expensive		3
interesting	in-ter-est-ing	

Practice

Directions: Listen to the teacher and write the word in the correct category.

	oO	Oo	oOo	Ooo	ooOoo
Words:	☐	☐	☐	☐	☐
teacher	☐	☐ teacher	☐	☐	☐
water	☐	☐		☐	☐
Japan	☐	☐			
photograph	☐	☐			
important		☐			

Partner A: read the words on your card. Partner B write down the word in the correct category.

Partner B: read the words on your card. Partner A: write down the words in the correct category.

Partner A	**Partner B**
CHIna	aBOVE
PREsent	OBject
preSENT	obJECT
NAtion	PERsonal
nationALity	personALity

Appendix C

B1 Speech Project: Sentence Stress

Rules:

_____ words are stressed

_____ words are unstressed

Content words include _____, _____, and _____.

Function words include _____, _____, and _____.

The most _____ words from your ideas should be stressed.

Content or Function?

The **function**	two _____	fish _____	swam _____	quickly _____
Our _____	favorite _____	television _____	show _____	started _____
Talented _____	singers _____	are _____	often _____	talkative _____
A _____	large _____	pizza _____	is _____	expensive _____
Your _____	partner _____	is _____	a _____	genius _____

Practice

Directions: Listen to the teacher and circle the stressed words in each sentence.

1. Our   teacher   helps   us   to   learn   English.

2. Water   is   the   most   important   thing   for   living   animals.

3. Japan   has   a   population   of   almost   130   million   people.

4. Photography   is   a   new   art,   but   it   is   quite   popular.

5. It is important to listen to your friends when they speak.

Now, practice with a partner. Choose which word to stress. Read your sentence to your partner. Your partner will listen and tell you the stressed word.

Partner A	Partner B
I dropped the pizza by mistake.	I will talk to you in a moment.
They are late, so they are in a hurry.	My parents met on July 5th.
My teacher is late.	There was a huge earthquake in China.
My favorite book is *The Hunger Games*.	My ancestors came from Germany.
I am not a nurse. I am a doctor.	The interview started at 5, not at 6.

Appendix D

B1 Speech Project: Inferring Emotions

One person in your group should take an emotion card. Don't show the other group members! That person should choose one of the sentences below to read aloud and try to use your card's emotion as you read. Remember to use:

Loud/Soft Voice	Rising / Falling Intonation language	Body

Your group members should guess which emotion the speaker is acting.

Take turns so each person in your group can choose a card and say a sentence.

excited   unsure   interested   uninterested   surprised

I saw you last night.

My sister has a new boyfriend.

Oh, we're having spaghetti again for dinner?

The movie is almost over.

You got a good grade on the quiz.

You use egg on your pizza?

The School Festival is will happen soon.

Excited	Unsure	Interested	Uninterested	Surprised

Appendix E

B1 Speech Project: Rhythm and Linking

Definitions:

Rhythm: the _____ of language.

Linking: _____ sounds or words together.

Rules:

C+V = Consonant + Vowel: Words that _____ in a consonant and the next word _____ with a vowel. Push the consonant sound forward and connect it with the vowel.

   Ex. "I need it." = "I nee **d**it."

C+C = Consonant + Consonant: Words that end in a _____ and the next word starts with a _____. Only say the sound once, but make it _____.   Do not say the sound _____.

   Ex. "Good day" = "Goo**d**ay"

Examples

C+V	C+C
"Sto**p** it" –> "Sto **p**it"	"best time" –> "bes**t**ime"
"Pla**y** a song" –> "Pla **y**a song"	"sit down" –> "si**td**own"

Practice with the teacher

   Directions: Listen to the teacher and write the <u>sounds</u> that you hear.

   <u>"Read a book"</u>

   =_____

   "Big game"=

   _____

   _

   _"Take

   it"_=_____

   _____

   __"Can you wait a minute?"_=

   _____

Practice with a partner

Partner A: Look at your card. Choose which sounds to link. Say them to your partner.

Partner B: write down the sentences you hear, and link the sounds.

Switch!

Partner A	Partner B
Have a nice day!	I will help you in a moment.
I'll see you at three o'clock.	My parents still love each other.
The movie was serious.	There was a huge earthquake.
I am not a nurse. I am a doctor.	My sister runs in races.
We ate tuna last night.	I want to eat pizza.

Appendix F

Imitation Speech Project Rubric

Name: _____   **Score:**

_____/100__

Pronunciation	No	OK	Good!	Awesome!
Word Stress: Correct syllables are stressed	0	6	8	10
Sentence Stress: Correct words are stressed in the sentence	0	6	8	10
Intonation: Accurate rising and falling intonation is used	0	6	8	10
Rhythm/Linking of Words: Rhythm matches the original speech	0	6	8	10

Gestures/Facial Expressions	No	OK	Good!	Awesome!
Gestures: Body movements are copied accurately	0	3	4	5
Facial Expressions: Expressions are copied accurately	0	3	4	5

Project Requirements	No	OK	Good!	Awesome!
The speech is 1-3 minutes	0	6	8	10

The speech is appropriate and in English	0	6	8	10
The original video/audio is included	0	6	8	10
The speech is marked with pronunciation symbols	0	6	8	10
Student is prepare and the speech is memorized	0	6	8	10

Total Points = _____/ 100_____

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[i] Corresponding author contact email: ceann.c.myers@gmail.com