

Implementing a Connected Speech-based Approach to Pronunciation Teaching

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Implementing a Connected Speech-based Approach

Why does connected speech matter? 

- **JD Brown: NS talk vs. Teacher talk**
 - **CAE students unable to understand TV shows**
 - **Available materials unsystematic**
- *Call for a systematic approach & practical materials*

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Constituents of an approach

I. Views of learning

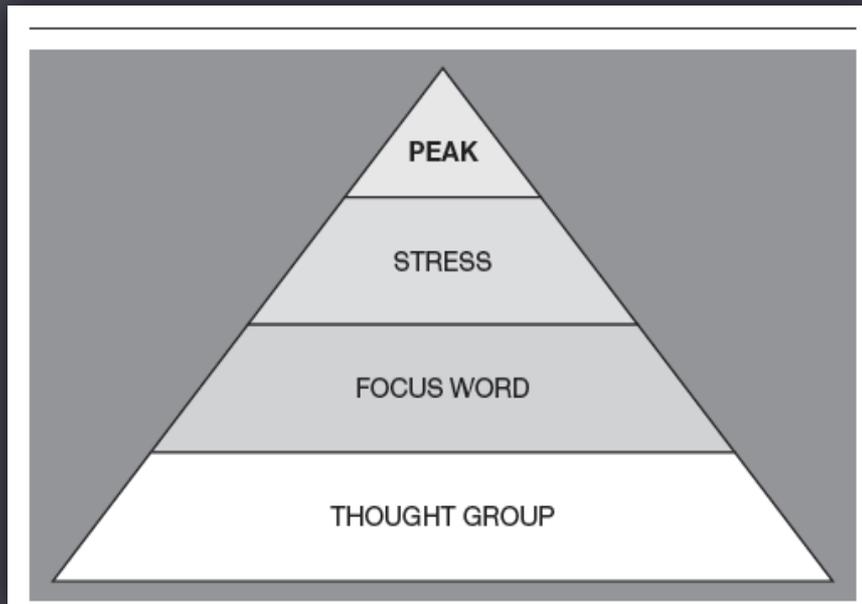
II. Views of language

III. Views of how language constituents interlock

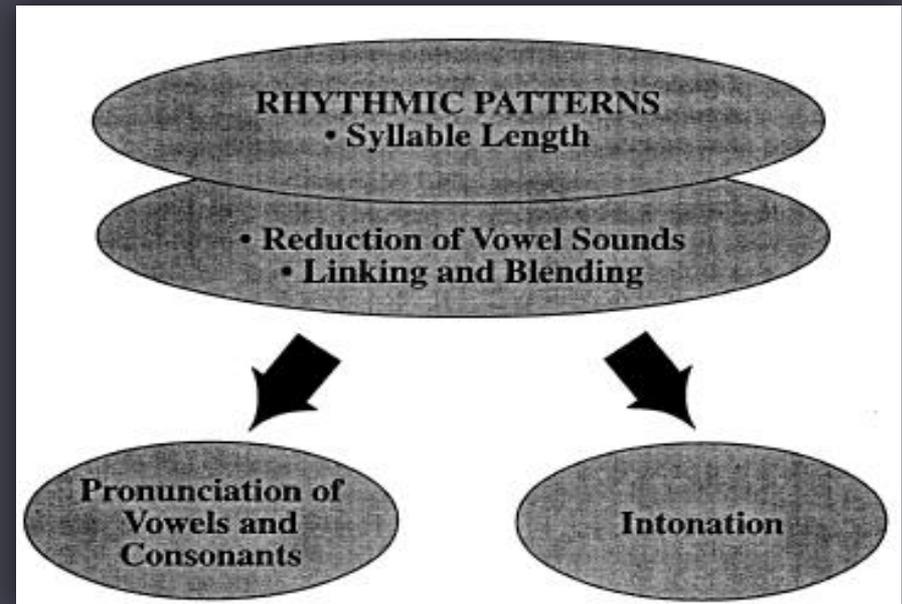
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Approaches in pronunciation teaching 🗨️

Segmental approaches → Prosodic approaches



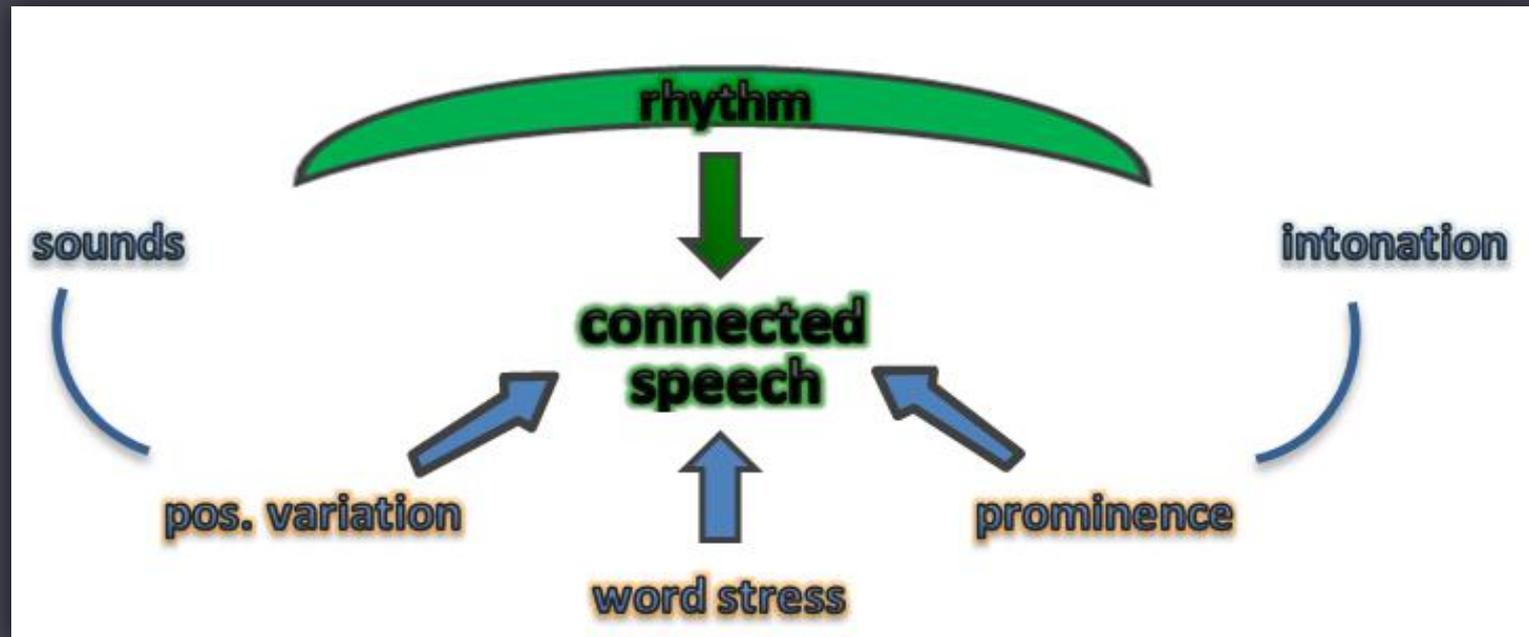
Gilbert (2008)



Chela-Flores (1997)

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A connected speech-based approach 🗨️



Interrelatedness model

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A connected speech-based approach 

KIDS	PAT	DOGS
the KIDS	PAT	the DOGS
the KIDS	PAT	the DOGS
the KIDS	will PAT	the DOGS
the KIDS	will have PATted	the DOGS
the KIDS	might have been PATting	the DOGS

/maɪt hæv/ - [maɪðəv]

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The Celce-Murcia model of communicative pron. teaching



- Description and analysis
 - Listening discrimination
 - Controlled practice
 - Guided practice
 - Communicative practice

Celce-Murcia et al. (2011)

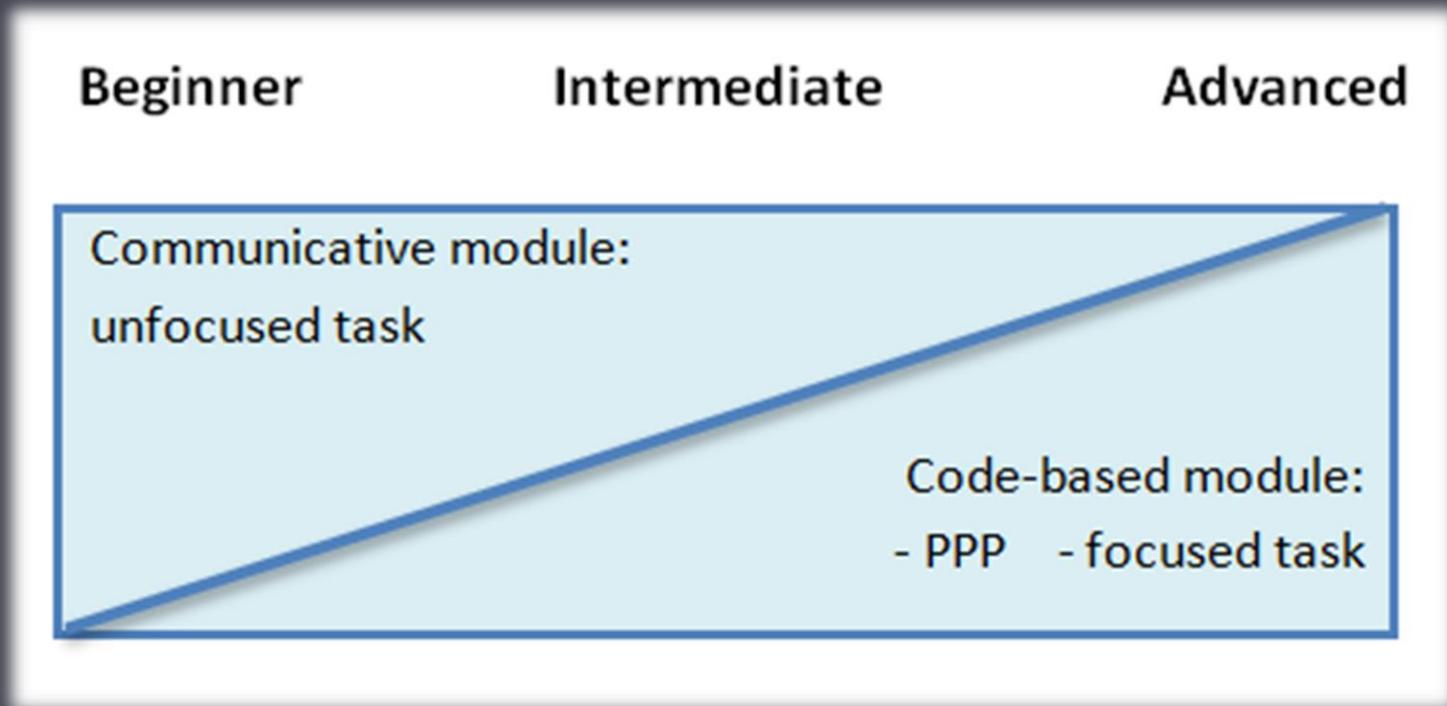
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Further didactic principles

- *Meaning and usage* – rules, patterns, distribution
- *Collocation & chunking* – rhythmic patterns, pitch contours, „phonological words“ (linking)
- *Authentic discourse contexts*
- *Interaction & problem solving* – analysis phase

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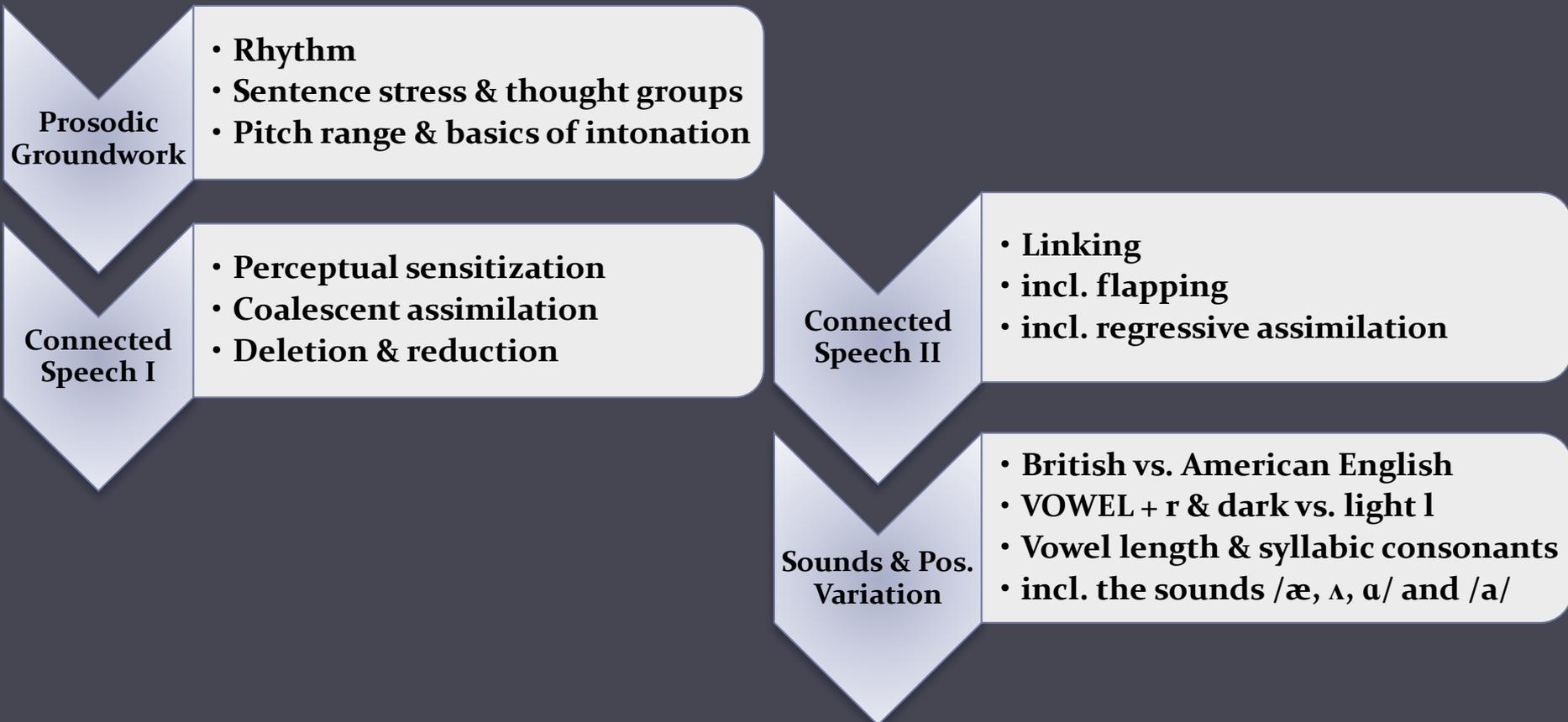
Focus on form – focus on forms? 



R. Ellis' modular approach to syllabus design (Ellis 2003)

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Syllabus of a connected speech-based approach



Background

Approaches

Instruction

Syllabus design

Materials

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References/recommended reading:

Brown, J. D. & K. Kondo-Brown (eds.) (2006): *Perspectives on Teaching Connected Speech to Second Language Speakers*. Honolulu: University of Hawaii Press.

Celce-Murcia, M, D. M. Brinton & J. M. Goodwin (1996/22011): *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

Chela-Flores, B. (1997): "Rhythmic patterns as basic units in pronunciation teaching". *ONOMAZEIN*, 2, 111-134.

Chela Flores, B. (2003): "Optimizing the teaching of English suprasegmentals to Spanish speakers". *Lenguas Modernas*, 28-29, 255-274.

Chun, D. M. (2002): *Discourse Intonation in L2: From Theory and Research to Practice*. Amsterdam: John Benjamins Publishing.

Derwing, T. M. & M. J. Munro (2005): „Second language accent and pronunciation teaching: A research-based approach“. *TESOL Quarterly*, 39 (3), 379-397.

Ellis, R. (2003): *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

Gilbert, J. B. (2008): *Teaching Pronunciation: Using the Contrastive Prosody Pyramid*. Cambridge: Cambridge University Press.
http://www.cambridge.org/us/esl/satellite_page/item2493274/teacher-support-plus/

Empirical studies:

Derwing, T. M., M. J. Munro & G. E. Wiebe (1998): „Evidence in favor of a broad framework for pronunciation instruction“. *Language Learning*, 48 (3), 393-410.

Derwing, T. M. & M. J. Rossiter (2003): „The effects of pronunciation Instruction on the acquisition, fluency, and complexity of L2 accented speech“. *Applied Language Learning*, 13 (1), 1-17.

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