

**Second Language Pronunciation Assessment Handout Packet**

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**Pronunciation Diagnostic Feedback****Teacher's Guide**

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

Elements of Speech	Difficulties	Examples
<b>Consonants</b>	<i>Does the speaker have repeated problems with any consonants or clusters?</i>	<i>Provide examples from student's speech.. Encourage them to go back and listen to their recording and to find these examples.</i>
<b>Vowels</b>	<i>Do vowel sounds negatively affect intelligibility?</i>	
<b>Syllables and/or grammatical endings</b>	<i>-s endings (Americans, relationships) -d endings (considered, appreciated)</i>	
<b>Word stress</b>	<i>Does stress fall on the appropriate syllable?</i>	
<b>Rhythm in sentences</b>	<i>Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?</i>	
<b>Focus and special emphasis (Prominence)</b>	<i>Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?</i>	
<b>Intonation/Pitch</b>	<i>Does tone rise and fall in the appropriate places? Or, does it sound monotone?</i>	
<b>Thought groups and linking</b>	<i>Does the speaker pause at commas and other appropriate places?</i>	
<b>Delivery (rate of speech, loudness)</b>	<i>Does the speaker speak too loudly or quietly, too fast, or too slow?</i>	

**Strengths:** *Affective factors are very influential in learning pronunciation. It is a good idea to remain positive and to show students that they have already mastered some features of English pronunciation.*

**Suggestions:**

## **Pronunciation Diagnostic**

Read the following passage to yourself once or twice to understand the meaning. Then, read it aloud and record it at your computer station. Save the file as “Diagnostic[your name].mp3”

Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don't appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into the middle of someone's sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are taught explicitly not to interrupt.

\*From Deena R. Levine and Mara B. Adelman, *Beyond Language: Intercultural Communication for English as a Second Language* (Englewood Cliffs, N.J.: Prentice Hall, 1982), p.23.

**Oral Communication Needs Assessment**

Name \_\_\_\_\_

Oral Communication Activities	How important is this skill to your work/studies? <i>1 not very - 5 very</i>	What is your current ability in this area? <i>1 not very - 5 very</i>
1. Participating in informal conversations	1 2 3 4 5	1 2 3 4 5
2. Participating in discussions	1 2 3 4 5	1 2 3 4 5
3. Giving short presentations	1 2 3 4 5	1 2 3 4 5
4. Giving long presentations	1 2 3 4 5	1 2 3 4 5
5. Giving information or instructions	1 2 3 4 5	1 2 3 4 5
6. Speaking Confidently	1 2 3 4 5	1 2 3 4 5
7. Speaking Clearly	1 2 3 4 5	1 2 3 4 5
8. Using appropriate stress patterns in words	1 2 3 4 5	1 2 3 4 5
9. Using appropriate rhythm pattern in sentences	1 2 3 4 5	1 2 3 4 5
10. Using appropriate non-verbal communication	1 2 3 4 5	1 2 3 4 5

What is your easiest speaking situation?

What is your most difficult speaking situation?

In what area would you most like to improve?

## **Student Self-Awareness**

1. Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?
2. Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?
3. In what situation do you feel comfortable speaking in English?
4. What specific problems do you think you have with pronunciation?
5. What areas of pronunciation would you like to work on most and what are your goals for this course?

Name \_\_\_\_\_

### Pronunciation Journal: “ed” word endings

**Part 1** Listen to the file named “Pronunciation Journal 1” in the language lab. Fill in the blanks with the appropriate past participle verbs.

In designing advertisements, advertisers can link stimuli. They try to create a certain kind of learning in which a neutral stimulus is (1) \_\_\_\_\_ to an (2) \_\_\_\_\_ stimulus. For example a pleasant image or sound is (3) \_\_\_\_\_ to a product or an image of a product. As a result of this conditioning, a warm feeling can be (4) \_\_\_\_\_ with a product. This can be a powerful tool in affecting the behavior of consumers. You might be (5) \_\_\_\_\_ how much your own behavior as a consumer is (6) \_\_\_\_\_ by classical conditioning.

**Part 2** Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /ɪd/. Circle the correct ending for each word numbered above.

- |    |     |     |              |
|----|-----|-----|--------------|
| 1. | /d/ | /t/ | /əd/ or /ɪd/ |
| 2. | /d/ | /t/ | /əd/ or /ɪd/ |
| 3. | /d/ | /t/ | /əd/ or /ɪd/ |
| 4. | /d/ | /t/ | /əd/ or /ɪd/ |
| 5. | /d/ | /t/ | /əd/ or /ɪd/ |
| 6. | /d/ | /t/ | /əd/ or /ɪd/ |

**Part 3** Record yourself reading the paragraph above. Pay close attention to the correct word endings. Save your recording as “PJ1yourname.mp3”.

**Part 4** Listen to your recording and then record some comments about your pronunciation of the past participle. Answer the following questions:

- What have you learned about native speakers’ pronunciation of –ed word endings?
- Which words were “linked” together? How did they sound?
- Are any of these endings very difficult for you?
- What will you do to improve your pronunciation of –ed word endings?

Save this file as “PJ1Ayourname.mp3”

### Presentation Rubric for Teachers

<i>Presentation Rubric</i>								
Presenter's Name _____	<b>Ratings</b>							
<b>Criteria</b>	Needs Improvement		Acceptable		Good	Excellent	Comments	
	1	2	3	4	5	6		7
Used at least 5 vocab. words								
Presentation Organization								
Presented Ideas Clearly								
Had good Speed of Speech								
Had Clear Speech								
Made good Eye Contact								
Had good Volume Control								
Visual Aid								
Two Key Pronunciation Features e.g. word stress, thought groups, /p/, /f/, /b/, /v/, /i/, /ε /								

### Presentation Rubric for Classmates

<i>Presentation Peer Review</i>					
	<b>Ratings</b>				
<b>Criteria</b>	Needs Improvement	Acceptable	Good	Excellent	Comments
Presentation Organization					
Presented Ideas Clearly					
Gave helpful Examples					
Had Clear Speech					
Handout					
Presentation was interesting					
Two points I remember from the presentation					

Quiz Chapter 1  
Word Stress, Reductions, Invitations

Name \_\_\_\_\_

Word Stress

*Directions: Listen to the sound file. Circle words that are stressed in the sentences. You may play the file two or three times. (5 points)*

Peppe Pinton, like other American soccer advocates, points out that things are looking up. Soccer is already the fastest growing sport in the United States, and some experts predict it could rival American football, basketball, and baseball in... maybe... 25 years?

In the meantime, soccer fans in this nation of immigrants don't need to feel too disappointed by the U.S. team's loss in the 2006 World Cup. They can vent their passions as expatriates, cheering on virtually every other World Cup team still playing in Germany this year!

Reductions

*Directions: Circle the sentences with reductions. (5 points)*

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Invitations

*Directions: Listen to the recording. Then, respond to my invitation. In your response, **use at least one reduction**. Remember to speak in complete sentences. Use the microphone and say your answer. When you are ready to save your answer, name it like this YOURNAME\_invitation (10 points)*



## References

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- Derwing, T., Munro, M., & Wiebe, G. E. (1998). Evidence in favor of a broad framework for pronunciation instruction. *Language Learning*, 48(3), 393-410.
- Grant, L. (2001). *Well said: Advanced English pronunciation* (2<sup>nd</sup> ed.). Boston: Heinle & Heinle.
- Kozyrev, J. R. (2005). *Sound bites: Pronunciation activities*. Boston: Houghton Mifflin.  
Companion website:  
[http://college.hmco.com/esl/kozyrev/sound\\_bites/1e/instructors/protected/eval/evaluating.pdf](http://college.hmco.com/esl/kozyrev/sound_bites/1e/instructors/protected/eval/evaluating.pdf) Retrieved February 20, 2007.
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