

# FLM: Pronunciation Priorities for Multilingual (ESL) Students

## In-Class Activity *Online Implementation*

Choose a paragraph of text to practice reading aloud, in order to work on all the pronunciation features discussed in this series of videos. Your teacher may direct you to practice first on a paragraph supplied in class, or taken from one of your course readings, or you may choose to practice on a paragraph you write yourself, scripting part of an oral presentation. Prepare to read aloud your paragraph, using the checklist below to help you.

### **CHECKLIST: Preparing to Read Aloud**

First, mute yourself and read a text silently to yourself in order to become familiar with it. You need to understand a text completely in order to use correct sentence-level stress, intonation, and timing. Then, read your text aloud four times (while still muted), each time focusing on a different item on the checklist below to monitor your progress; you can copy and paste the checklist into a Google doc if you'd like to keep track of your progress. If something is difficult for you to say or to remember to say, mark it on the text. Use any system that's helpful to you. When you're ready, try to put it all together! Make sure to work iteratively through this checklist, not trying to do everything in one single pass.

#### **1. Word-Level Focus: Key Words**

- a. \_\_\_ Number of syllables and word-level stress in key words
- b. \_\_\_ No added or deleted syllables

#### **2. Word-Level Focus: Noun and Verb Endings**

- a. \_\_\_ -ed endings (past tense, passive voice, past participles)
- b. \_\_\_ -s/-es endings (plurals and third person singular present-tense)
- c. \_\_\_ 's and s' endings (possessives)

#### **3. Sentence-Level Focus: Thought Groups**

- a. \_\_\_ Thought group divisions
- b. \_\_\_ Pauses at punctuation (small and large pauses) and elsewhere
- c. \_\_\_ Connected sounds (no pauses) within a thought group

#### **4. Sentence-Level Focus: Stress and Intonation**

- a. \_\_\_ Extra stress for contrasting and implying
- b. \_\_\_ Normal sentence-level intonation (falling)

**Optional:** Once you have practiced reading your text to yourself, your instructor may also put you in a break-out room at this point. First, you will unmute yourself. Then, each person in the break-out room will read their text out loud; as this student is reading, the other members of the group will listen carefully and put a check next to each item in the checklist (you can copy and paste the empty checklist into your Google doc again, and then fill it out as your group mates are speaking). After each person has read their text, the other group members will share the checklist with the speaker and give each other additional, constructive feedback.