

The background of the cover is a photograph of an ancient archaeological site. A wide, paved stone path leads from the foreground towards the background. On the left side of the path, there are lush green bushes and vibrant red and pink flowers. In the background, several tall, white stone columns stand amidst other ruins, with a clear blue sky above them.

How to Develop Pronunciation Skills

**Professional Development
for English Teachers**

Gail Tiessen

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Welcome to ***How to Develop Pronunciation Skills***, a professional development course for teachers of English to speakers of other languages.

The purpose of this course is twofold: 1) to develop your understanding of the English sound system and 2) to develop your skill as a teacher in developing appropriate tasks for the classroom that enhances the learners ability to understand and be understood.

It has been our experience that some teachers approach the task of understanding the sound system with some trepidation. While we understand this feeling, we believe that by carefully reading the material in each session and conscientiously doing the tasks, you will develop a working knowledge of the English sound system.

A second aim of this course is not only to develop your linguistic knowledge but also to develop your skill in helping learners to be able to use the structures of English accurately, meaningfully, and appropriately. Therefore there are also focuses on knowing about second language acquisition and designing classroom activities so that you know **what to do in the classroom** so that students can learn the language.

The course has twelve sessions. We have used a combination of tasks in each session: readings, interactions with units from *Developing Pronunciation Skills**, learning reflections, and group discussions.

****Developing Pronunciation Skills*** is a text-based, task-based, content-based curriculum. A communicative view of language provides the basis for this curriculum but in the context of an authentic text, the *Acts of the Apostles*, and with an emphasis on communicative ability.

Description: Focus on the process of understanding and speaking English and developing these skills in the classroom.




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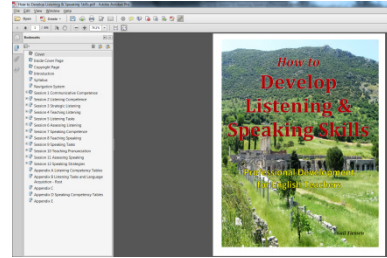
Procedure: Weekly readings, discussions and learner reflections through email (gail.tiessen@gmail.com)

Outline & Schedule

	Date	Topic	Readings	Assignment
Pre-session		Registration Introduction to course		
Session 1 pg. 1		- The Day He Was Taken Up - You Heard Me Speak - Take a Breath	<i>Pronunciation Teaching in Perspective</i> Unit 1: In Jerusalem	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #1 <i>Due: Saturday</i>
Session 2 pg. 47		- When Pentecost Came - A Blowing Wind - Feel the Beat	<i>Segmentals and Suprasegmentals</i> Unit 2: From Every Nation	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #2 <i>Due: Saturday</i>
Session 3 pg. 97		- Opposition Arose - Blocked Air - Authority & Authorization	<i>The Role of Native Language</i> Unit 3: Throughout Judea	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #3 <i>Due: Saturday</i>
Session 4 pg. 157		- A Great Persecution Broke Out - Price or Prize - Persecution & Expansion	<i>Overcoming Obstacles</i> Unit 4: In Samaria	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #4 <i>Due: Saturday</i>
Session 5 pg. 205		- At Caesarea - Long, Longer, Longest - The Quiet Ones	<i>Pedagogical Principles</i> Unit 5: At Caesarea	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #5 <i>Due: Saturday</i>
Session 6 pg. 247		- In the Church at Antioch - Prophets, Teachers & Changes - I Want You to Know	<i>The Sound System and Grammar</i> Unit 6: At Antioch	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #6 <i>Due: Saturday</i>
Session 7 pg. 287		- Go Up to Jerusalem - Luke, Paul, & Barnabas - I Thought	<i>The Sound System and Orthography</i> Unit 7: To Cyprus & Lystra	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #7 <i>Due: Saturday</i>
Session 8 pg. 339		- Come Over to Macedonia - Traveling & Preaching - What Must I Do	<i>Identifying the Phonological Core</i> Unit 8: Over to Macedonia	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #8 <i>Due: Saturday</i>
Session 9 pg. 391		- In Athens - Greeks in Athens & Corinth - His Offering	<i>Noticing Phonological Features</i> Unit 9: In Athens & Corinth	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #9 <i>Due: Saturday</i>
Session 10 pg. 435		- At Ephesus - What Did you Receive - This or That	<i>Integrating Pronunciation into Study Units</i> Unit 10: At Ephesus	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #10 <i>Due: Saturday</i>
Session 11 pg. 477		- In Court - Well Acquainted with the Way - Help Us!	<i>Common Problem Areas</i> Unit 11: Before Roman Courts	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #11 <i>Due: Saturday</i>
Session 12 pg. 533		- Sail for Italy - Shipwrecked - Last Scenes	<i>Self-Monitoring Strategies</i> Unit 12: To Rome	Discussion <i>Due: Between Wed. & Sat.</i> Learner Reflection #12 <i>Due: Saturday</i>

Navigating the PDF Document:

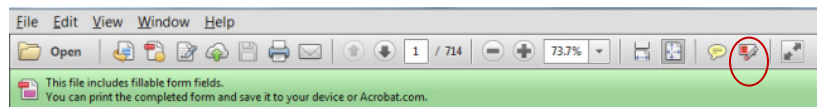
- Ensure that Acrobat Reader 8 or higher is on your computer. Go to: <http://www.adobe.com/> and click on **Get Adobe Reader**.
- Open the file titled **How to Develop Pronunciation Skills**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor  on the **Bookmark panel** (on the left side of the screen) and **click Session 1 Task Outline**, to go to the **Session 1 Task Outline** page.
- Place the cursor () on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Session 1 Task Outline Page**, a list of the tasks for the session is visible; **click** any one of the tasks and you will immediately go to that task.
- When on the specific task, **click** on the **Page Header** and you will return to the **Session Task Outline Page**.
- On the **Content/Syllabus Page** e.g. **click** on any Session e.g. Session 1 to take you that specific page.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes to a 'pointing finger'  here is a link to another page in the file. The whole curriculum is linked for quick reference from one session to another and to the differing pages in the curriculum.



Filling in the Form Fields:

The entire curriculum has interactive fields within each Session. These are highlighted in a light blue colour. Begin typing in any field and the colour disappears but your input remains. **To erase an error use: ctrl + z**

Highlighting: Click on **The Highlighting tool** in the task bar. **ctrl + e** allows changes in colours and opacity (40%)



Note: when you type in your name on the **Session 1: Task Outline** page – it automatically enters into all the *name fields* in the whole curriculum, the *date field* format: ddmmmyyyy, e.g. 21Aug2015

Copying Pages from the Document:

The **Snapshot tool** copies an area as an image that you can paste into other applications.

1. Choose Edit > Take a Snapshot.
2. Drag a rectangle around the area you want to copy, and then release the mouse button.
3. Press the **Esc key** to exit Snapshot mode.

In another application, choose Edit > Paste to paste the copied image.

Placing the image into a **Word Document**, have the page margins set at 0.5inch (top, bottom, left, right). Once the Snapshot is pasted onto the page, enlarge the image by dragging on the tabs. This is what is to be done with both your **Task Outline** sheet and **Learner Reflection** in order to send them to gail.tiessen@gmail.com for each session.

Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

Problems: contact joytwopublications@gmail.com for any technical assistance/comments.