

We are family

I got all my sisters with me

We are family

Get up everybody and sing

We are family

I got all my sisters with me

We are family

Get up everybody and sing

Everyone can see we're together

As we walk on by

And, and we fly just like birds of a feather

I won't tell no lie

<https://www.youtube.com/watch?v=XwLjtilAZDQ>

We _____ family

I got all my sisters _____ me

We _____ family

Get up everybody _____ sing

We _____ family

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We _____ family

Get up everybody _____ sing

Everyone _____ see we're together

As we walk on _____

And, and we fly just like birds

_____ a feather

I won't tell _____ lie

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_____ up everybody _____ sing

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As _____ walk on _____

And, and _____ fly just like birds _____ a feather

_____ won't tell _____ lie

_____ are _____

I got _____ my _____ me

_____ are _____

_____ up everybody _____

_____ are _____

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_____ are _____

_____ up everybody _____

Everyone _____ see _____ together

As _____ walk _____

And, and _____ fly _____ birds _____ a feather

_____ won't _____ lie

Handout: Principles of Teaching Pronunciation

Students with extensive English vocabulary and a good grasp of English grammar may still have difficulty speaking understandable English if their pronunciation is not good. To be understood, a student needs to pronounce individual English sounds correctly and use appropriate English patterns of stress, rhythm, and intonation.

Here are three principles for teaching pronunciation:

1. A student's native language influences how he or she hears and speaks English.

Students are used to speaking their native languages with sounds that are different from those they must use to speak English. Speaking English requires different tongue and lip placement and different mouth movements than students are accustomed to. Remember, ESL students have been producing sounds from other languages throughout their lives. Acquiring the new sounds of English might take considerable time.

There are three major reasons why students have problems with individual sounds:

1. **The sound is new to the student.** For example, a French speaker learning English is apt to have difficulty with a word like *thank* because French has no /th/ sound. A French speaker tends to say *sank* or *tank* instead.
2. **The sound exists in the student's native language but comes in a place that is new to him or her.** For example, an English speaker learning Vietnamese is apt to have difficulty with words like *Nganh* and *Nguyen*. Although English has the /ng/ sound, that sound does not appear at the beginning of words. A Cambodian learning English will tend to drop final /s/ sounds because the Khmer language does not have an /s/ sound at the end of words. The English words *bus* and *peace* might become *buh* and *pea*.
3. **The sound doesn't exist in the student's native language but is similar to one that does.** For example, a Spanish speaker learning English is apt to have difficulty distinguishing between the vowel sounds in the words *bit* and *beet*. The Spanish sound system has the /ē/ sound but not the /i/ sound, so Spanish speakers tend to say both of these words with the /ē/ sound.

As soon as you've been assigned a student, research the student's native language to understand what pronunciation problems he or she may bring:

- Compare their alphabet (if they have one) with the English alphabet.
- Compare the sounds of their native language with the sounds of English.

2. Students don't just "pick up" good pronunciation. It takes a lot of work.

Many adult students would like to speak accent-free English, but that is difficult. Students do not just pick up good pronunciation. The older a student is, the longer they have been speaking their native language and the more influence it has over learning a new language. Their mouths have been trained to use the sounds of their first language, not English. They need direct instruction in the sounds, rhythm, and intonation of English, and then need many opportunities to practice. Tutors will need to think critically about how they make sounds; model sounds accurately; and describe how they make sounds to students.

3. Encourage, reassure, and practice to build confidence.

Many ESL students feel frustrated about their pronunciation. It is one of the most visible indicators that they are not native English speakers. Students may not want to engage with native English speakers because they are not confident in their ability to speak and be understood. Here are four tips that can go a long way toward building a student's confidence.

8. When students feel frustrated by their pronunciation, give encouragement and praise. Remind participants that encouragement and praise are most effective when they are specific.
9. If you can't understand a student, say so, but assure the student that you will solve the problem together. When students are struggling, it helps to remind them that you are there to assist them, and that you will help them until they can speak the way they want.
10. Sounds aren't learned until they become automatic, so practice new sounds often. Practice, especially practice that leads to improvement, builds confidence.
11. Remind students that the goal is communication, not perfection.

The Sound Phone

The Sound Phone is a fun activity that students can use to practice sounds and words that give them difficulty.

Steps

1. Choose ten words that model one or two sounds the student is having difficulty with. These do not have to be minimal pairs.
2. Using the Sound Phone Number Pad template, write each word under a number and give it to the student. Below is an example highlighting the different pronunciations of oo.

1 book	2 food	3 look
4 moon	5 cook	6 roof
7 good	8 room	9 foot
	0 too	

3. Begin by asking the student to provide his or her phone number by saying the word under each digit (not the number).
4. Present additional phone numbers and have the student say them back to you using the Sound Phone Number Pad you created. For example, if the student has created a list of community resources with phone numbers, have the student say those phone numbers using the sound phone.
5. Give the student the number pad to take home. Have the student use the number pad with any phone numbers he or she encounters outside of class, for example:
 - Phone numbers provided in commercials
 - Phone numbers that appear on caller ID
 - Phone numbers of friends or family members
 - Phone numbers for work

Sound Phone Number Pad

1	2	3	1	2	3
4	5	6	4	5	6
7	8	9	7	8	9
	0			0	
1	2	3	1	2	3
4	5	6	4	5	6
7	8	9	7	8	9
	0			0	

Handout: Error Correction

How you correct your learner in your lessons influences their confidence and fluency (both in speaking and writing).

Consider these scenarios and when to correct:

	Correct now.	Don't correct. Review in a future lesson.
Error relates to the lesson objective	X	
Error does not relate to the lesson objective		X
Goal of the activity is accuracy	X	
Goal of the activity is fluency .		X
You can understand despite the error.		X
Error causes confusion .	X	
Error could be inappropriate or embarrassing .	X	

1. Ask clarifying questions if you don't understand your learner.

2. Correct, if appropriate.

- Rephrase. Repeat back with the correct language.
- Use prompts, gestures and props to encourage self-correction.
- Directly (explicitly) correct the error.
- Explain why a different word or phrase is better.
- Offer a review that includes structured and semi-structured practice.

3. Start your next lesson with a review that includes structured, semi-structured, and free practice.

Tips for error correction:

- Continue with your lesson objectives. Plan a more thorough review for the next lesson.
- Adults learn more through exposure and practice than correction.
- Language learning requires practice and time for mastery.
- Pronunciation is muscle memory. Someone may know they are making an error but may never physiologically be able to produce certain sounds.
- Perfect grammar and pronunciation are not essential to understanding.
- Your learner's time with you is limited. Focus on communication they need in their daily lives, not perfect grammar and pronunciation.

