

# Tai Chi and Tennis Balls: Haptic Techniques for Teaching Pronunciation

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## Introduction to Prosody

### Guidelines for Thought Groups

#### Thought groups

- are (usually) separated by pauses
- are (usually) separated by phrasal groups or clauses.  
(usually) have a grammatically coherent structure
- (aLWAYS) contain a prominent (focal stress) word
- Are (in read speech, ALWAYS) separated by punctuation

In this presentation, /I'm gonna \*talk about/ the molecular structure of beetles / and I'm gonna use this visual / to illustrate my explanation.

# Prominence

## Sentence Stress

- Word(s) that have more emphasis than others in a sentence.

## Prominence

- Words with higher levels of sentence stress that typically contain more important (semantic) meaning in a sentence.

## Prominence has many terms...

- Focal stress (Acton)
- Focal word (Gilbert)
- Primary stress (Dickerson)
- Nuclear stress (Jenkins)

# Guidelines for Prominence

- (Often) changes for **emphasis**
- (Usually) located on **new** or **key** information
- (Usually) on **content** words
- (Usually) on words expressing **negation**
- (Usually) to the **right**, near the **end** of sentence, clause or focal group
- (Always) located on a **stressed** word or phrase
- (Always) controlled by the **story**

## Your turn!

- **Mark your scripts/texts (My Wallet) for thought groups and prominence**
  - Put a slash / or // between each thought group and underline the syllable with prominence.
  - Use / within sentences.
  - Use // between sentences.
- **Example:**

In this presentation, / I'm gonna talk about / the molecular structure of beetles / and I'm gonna use this visual / to illustrate my explanation.

## My Wallet

- A: I lost my wallet.
- B: What colour is it?
- A: It was black. Black leather.
- B: There was a black wallet in the car.
- A: Which car?
- B: The one I sold.

## Haptic Pronunciation Instruction

### Introduction to Haptic Pronunciation Teaching

Essential Haptic-integrated English pronunciation (EHIEP) focuses on:

- Classroom-based, verbal **feedback** (for modeling and spontaneous correction)
- Systematic use of gesture: using **movement plus touch**
- **Integration** into all skill areas, e.g., using pronunciation to support vocabulary learning
- Persistent **homework** practice
- <http://hipieces.blogspot.ca>
- [www.actonhaptic.com](http://www.actonhaptic.com)

### Why Haptic?

- Exploratory (and temporary) sense
- Integrates sight, sound, movement, with touch
- Captures attention (3-seconds!)
- Fluency development (Baker & Burri, in preparation)
- Examples: haptics, surgery, gaming, prosthetics, haptic cinema...iPhones

## Syllables Butterfly

### **Syllable Butterfly groups usually:**

- Are maximum 5-7 syllables in length
- Are more frequent if there is more excitement or emotion

### **There is one (main/anchored/focal) syllable in each focus group which is:**

- More prominent than the other syllables in the group
- Related to the information structure of the discourse

## Butterfly Positions

- **Ball in left hand** and on the **right shoulder deltoid muscle**
- **Fingers of right hand** on the **outside of the left forearm muscle**

## Car Repair Order

1A: I **think** / we've **got** it / figured **out**.

• ○            • ○ •            • • ○

B: **Oh** . // **Well** . // What **is** it?

○            ○            • ○ •

2A: Your **muffler** / has a small **hole** in it.

• ○ •                            • • • ○ • •

B: Oh, **gosh**. // Does it **need** to be / **replaced** right now?

• ○                            • • ○ • •                            • ○ • •

3A: **Yeah**, / pretty **soon**. // It **isn't** going to / last much **longer**.

○                            • • ○                            • ○ • • •    • • ○ •

B: **Huh**. // What'll it **cost**?

○                            • • • ○

## Rhythm Fight Club (RFC)

Symbols explained:

- P     **Punch**, with arm extended out almost as far as possible
- <     Short jab that goes **back toward** the body
- >     Short jab that goes **out away** from the body

# Disaster at the House!

1A: **Hey!** // Can I **help** you?

P ><P<

B: We got a **disaster** at the house!

><><P<><>

2A: What'ya **got**?

><P

B: **Water** coming out / of the **furnace**!

P<><> ><P<

3A: Any **idea** / where it is coming from?

<><P< <><P<>

B: **Ooooh!** // I didn't' look **behind** it.

P <><><P<

4A: What's **right above** it?

<><P<

B: The **jacuzzi** . . .

><P<

5A: Go home and **call** me / if **shutting off** / the **jacuzzi** doesn't help.

<><P< <P<> ><P<><>

B: I'll bet that's **it!!!**

<><P

6A: You never **know**. // Good luck on **that** one!

<><P <><>P<

B: **Thanks!** // You're the **greatest!**

P ><P<

# Intonation Touchinami

Touchinami = touch + wave movement

## Basic Intonation Touchinamis

1. Flat



2. Fall



3. Rise



4. Rise-fall





## How about a Movie?

A: [ \ ] **Hi** B! [ ^ ] How **are** you?

B: [ - ] **Well**, [ - ] not **bad** . . .

A: [ - ] **Oh** . . . [ / ] Is something **wrong**?

B: [ ^ ] I've not been **feeling** too well.

A: [ \ ] What's the **problem**?

B: [ ^ ] I got the **flu** a week ago.

## With Mood and Attitude

A: [ H \ ] **Hi** B! [ H ^ ] How **are** you?

B: [ L - ] **Well**, [ L - ] not **bad** . . .

A: [ M - ] **Oh** . . . [ M / ] Is something **wrong**?

B: [ L ^ ] I've not been **feeling** too well.

A: [ L \ ] What's the **problem**?

B: [ L ^ ] I got the **flu** a week ago.

## Your Turn

Identify the pitch (mood) and Touchinami PMP in each thought group. Then practice the dialogue with your partner:

A: That's a real **downer**. // Are you **taking** something for it?

B: Some kind of antibiotic ... // And chicken noodle **soup**!

A: That sounds about **right**. // **Maybe** we should go /to a **movie**! // Or go **dancing**?

B: Are you **serious**?

A: Am I **serious**? // We'll get some **ice cream**, too!

B: Good **plan**! // Let's **go**!

## Tai Chi Fluency

- Driver of **fluency** and **flow**
- Creates **natural linking** and **reduction of vowel quality**
- **Ball** in **right hand**
- **Catch** on **stressed syllable**

# Family History

1A: How about **your** family tree?

B: I'm basically **Greek** / and Swiss-Irish.

2A: That's quite a combination, / **isn't** it?

B: At **home** / we often had **great** food / and **dancing**!

3A: I **believe** that! // What about your **grand** parents?

B: **Dad's** parents / both came from **Greece** as children.

4A: Uh-**huh**. // And your **mother's** parents background?

B: I know her **father** was Irish / but I'm **not** as sure / about **her**  
mother. // **Swiss**, I think.

## L2 Learner Speech Diagnosis

### Procedure:

- In groups of 3-4
- Listen to the clip 2-3 times
- Identify 1-2 areas (segmentals + suprasegmentals) that interfere with speaker's intelligibility
- Suggest 1-2 techniques you would use to enhance speaker's intelligibility

### Speaker 1:

Aunty Lucy is uh who is is working at the bank sh uh after the job she used to catch train and uh go back home before to arrive at home she used to do some shopping and then when she arrived home she cooked

### Speaker 2:

She's work uh in the bank after uh finish she work after finish she work it's uh he she go to train and uh she go to supermarket and and she buy something for dinner

### Speaker 3:

The man went to bank after that the bank close he's he's come back to the train station then they catch uh he catch the the train then he went back home after that he he he eat dinner

### Speaker 4:

A man go to the bank uhm to catch the money uhm a lady go home a man eating lunch eh a man to want to the bed he's sleeping went to sleeping and a lady's arrive at home

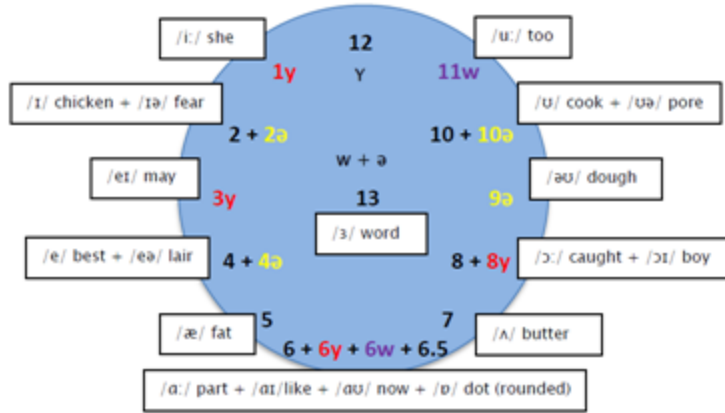
### Speaker 5:

The woman work in the bank and in the afternoon when the bank closed she come back uh uh home with the train eh walk walk for uh go to house and at

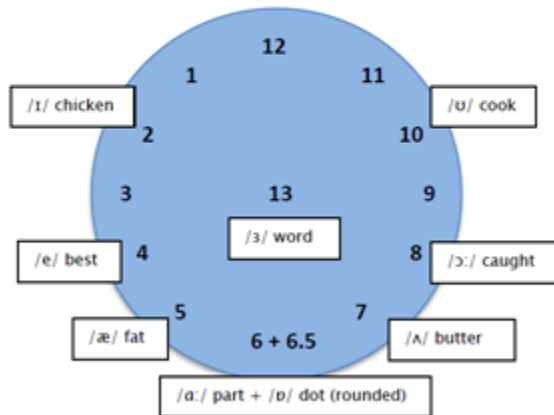
### Speaker 6:

That man is changing money in in a bank people people uh going to home train uh going to the train station woman uh

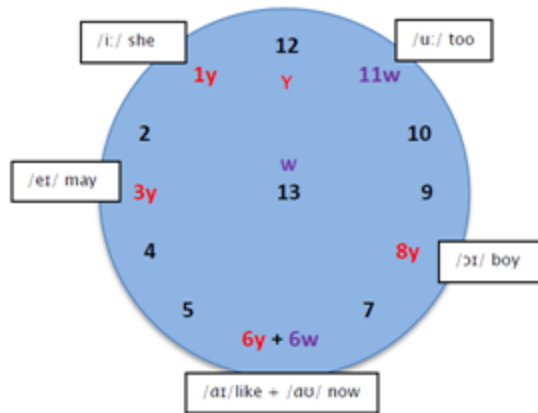
# (Australian) Vowels



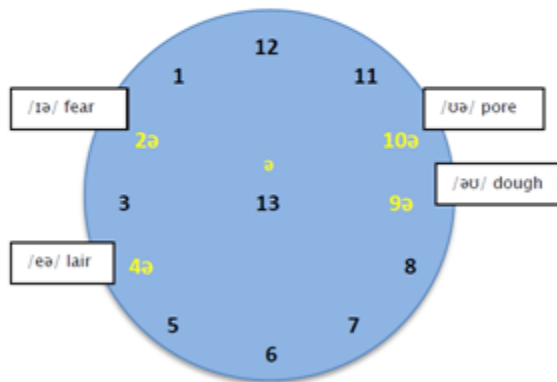
# Australian Monophthongs



# Australian Diphthongs



# Australian Schwa Vowels



## Consonant Parameters

- Movement
- Resonance
- Touch points
- Anchoring
- Visual schema and video models
- Equipment
- Lips, teeth, tongue, aspiration

## Practicing Pronunciation of New or Corrected Sounds/Words (1)

- On a card, on the front, write down the word with an apostrophe (') before the stressed syllable
- On the back of the card, write down the vowel number of the vowel in the primary stressed syllable and the phonetic transcription of the whole word
- If you are working on one sound only, do one word per card. Use many cards, if necessary!
- Check meaning and usage. Copy a phrase from the dictionary with the word in it.
- Practice the word, saying it OUT LOUD, with vowel PMP three times.

## Practicing Pronunciation of New or Corrected Sounds/Words (2)

- Practice the word in a phrase, saying it OUT LOUD, with the Fight Club PMP three times
- Using your deck of cards, practice new or corrected words for 2 weeks, at least 3 times each week
- ALWAYS do sharp PMPs. NEVER do the word list without PMPs
- If you get the chance, when you hear the word in conversation or read it, quickly do the vowel or Fight Club PMP as you say the word OUTLOUD or to yourself

## Acton Haptic Integrated English Pronunciation System (AHEPS, v3.3) "Bees and Butterflies: Serious Fun!"

- Free demo videos are available on [www.actonhaptic.com](http://www.actonhaptic.com)
- Student Guide (11 modules)
- Student Practice / Instructor Teaching videos (DVDs or streaming)
- Instructor Notes
- Can be purchased from [www.actonhaptic.com](http://www.actonhaptic.com)



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