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

Acton©2015
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://hipoeces.blogspot.ca
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

Acton©2015
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.
   • o
   •o •
   • • o

B: Oh. // Well. // What is it?
   o
   o
   • o

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

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

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

B: Huh. // What'll it cost?
   o
   • • • o

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
   B: We got a disaster at the house!
   >< P ><

2A: What`ya got?
   >< P 
   B: Water coming out / of the furnace!
   P><>

3A: Any idea / where it is coming from?
   >< P <
   B: Ooooh! // I didn't`look behind it.
   P

4A: What's right above it?
   >< P <
   B: The jacuzzi...
   >< P <

5A: Go home and call / if shutting off / the jacuzzi doesn't help.
   >< P <
   B: I'll bet that's it!!!
   >< P 

6A: You never know. // Good luck on that one!
   >< P 
   B: Thanks! // You're the greatest!
   P

Acton©2015
Intonation Touchinami

Touchinami = touch + wave movement

Basic Intonation Touchinamis

1. Flat

2. Fall

3. Rise

4. Rise-fall
How about a Movie?

A: [H] Hi B! [L] How are you?
A: [L -->] Oh . . . [L] Is something wrong?
B: [L]
A: [L]
B: [L]
A: [L] I got the flu a week ago.

With Mood and Attitude

A: [H] Hi B! [H]
A: [M -->] Oh . . . [M]
B: [L]
A: [L]
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

Acton©2015
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 grandparents?

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 OUT LOUD or to yourself.

Acton Haptic Integrated English Pronunciation System (AHEPS, v3.3) “Bees and Butterflied: Serious Fun!”

- Free demo videos are available on www.actonhaptic.com
- Student Guide (11 modules)
- Student Practice / Instructor Teaching videos (DVDs or streaming)
- Instructor Notes
- Can be purchased from www.actonhaptic.com
References – Haptic Publications


References – Haptic Presentations


Acton, W., Baker, A., Burri, M., Teaman, B., & Rauser, K. (March, 2013). Haptic integration of English pronunciation instruction. One-day Pre-Convention Institute workshop at the TESOL 2013 International Convention and English Language Expo, Dallas, TX, USA.


Acton©2015
References – Other Relevant


Acton©2015