
Rationale

This lesson is designed to teach two pairs of consonants, /t/, /d/, /p/, and /b/. The reason that these two pairs are selected is that misusing /t/ and /d/, /p/ and /b/ are two common features of South Asian speakers. According to the data in the Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong developed by Dr CHEN Hsueh Chu and her research team, 10 (from Philippines, Indonesia, and Pakistan) out of 20 SA speakers used /d/ to substitute /t/, and 6 (from Philippines, Indonesia, and Pakistan) out of 20 SA speakers used /b/ to replace /d/. The aim of lesson is not only to teach SA English learners these two consonant pairs but also teach them to differentiate the differences between voiced and voiceless consonants.

Target learners of this lesson design is SA English learners. The reason is that there are a great number of SA full-time students in Hong Kong. According to the Hong Kong Government Statistics, there are 6,528 Indian students, followed by Pakistani students (6, 059), Nepalese students (3, 809), Filipino students (3,370), Thai students (513), and Indonesian students (288). English pronunciation lessons should design for the minorities.

This lesson is designed based on the pedagogical sequence for pronunciation conducted by Ranta and Lyster (2007) to teach SA learners /t/, /d/, /p/, and /b/ sounds. Awareness should be raised first before practice and feedback. When learning new sounds, the difficulty in producing these sounds is often attributed to imperfect perceptual ability, that is, if the phonological contrasts cannot be perceived, speakers will have difficulty producing them (Ioup, 2008). When teaching pronunciation, a listening task should always be placed before a speaking task. The reason why that teaching should be arranged in this order is because students' pronunciation can be improved after providing a model of the correct pronunciation of the sounds that are going to teach (Hewings, 2004). According to

the above-mentioned research, seven sages (lead in, gist listening, error discovery, listening for the specific information, focus on forms instruction, reading aloud task, and spontaneous speech task) have been included.

Listening tasks are designed to raise learners' awareness of the target sounds. There are two types for listening tasks, gist tasks and specific information tasks (CELTA Handbook, 2018).

Listening for gist tasks are designed for students to test the intelligibility of an accent. If the learners can get a picture of the main idea of the recording even though there are some mispronunciation, this accent is intelligible, which means that learners with this accent can communicate with others using English without miscommunication.

Listening for specific information tasks are designed for students to distinguish or to identify the phonological features that speakers with the same L1 have and do self-discovery.

Explicit form-focused instruction then is used to teach students articulatory knowledge of the target sounds and help learners to acquire the target sounds.

Productive tasks are then designed to help learners to produce and practice the target sounds when reading aloud and delivering a speech.

Class: Senior high school students or adults

Topic: English pronunciation - /t/, /d/, /p/, & /b/

Duration: 60 minutes

Prior knowledge:

Before the lesson, students have

- (1) learned International Phonetic Alphabet
- (2) the ability to make sentences and deliver a short speech

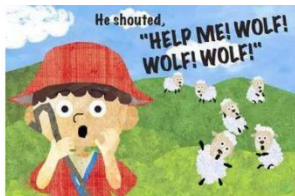
Objectives:

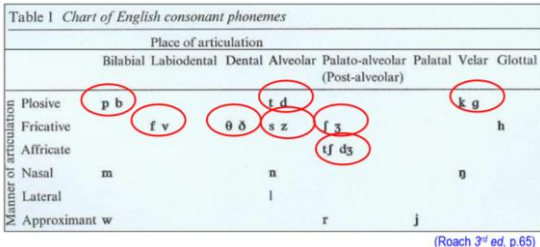
After the lesson, students are able to

- (1) discover their features on the target sounds
- (2) pronounce the target sounds correctly in the productive tasks
- (3) do self-learning using the spoken corpus

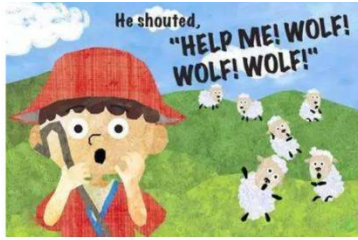
Speech data: SA01, US & UK samples, and other SA speech data that students search by themselves

Duration	Procedure	Classroom organization	Purpose	Materials
5 mins	Stage 1: Lead in Teacher shows students a picture about the story 'The Boy Who cried Wolf' and checks if there are some students who have read this story.	T - WC S - Ss	To arise students interests in today's topic	a picture of 'The Boy Who Cried Wolf'

	 <p>If there is someone who has read this story, the teacher invites the student to retell the story. If there is no, teacher then gives a brief introduction of the story.</p>			
15 mins	<p>Stage 2: Rising Awareness</p> <p>Students listen to the recordings of SA01 and do the gap filling task (Task 2).</p> <p>Students listen to the recording of a native speaker sample and check whether the missing words are pronounced correctly and discover the errors that the speaker made.</p> <p>Teacher introduces students the EdUHK corpus.</p> <p>Students search whether there are other speakers made errors in the target sounds.</p> <p>Students are asked to share the findings and teacher plays the audio recordings that the students found</p>	T - WC S	<p>To help students discover the common features that speakers have on the target sounds</p> <p>To teach students how to use the EdUHK spoken corpus</p> <p>To teach students how to search certain features</p>	<p>recording of SA01 Task 2</p> <p>recordings of the speech data in the EdUHK spoken corpus that students search</p>

	to help students discover the features of the target sounds.			
15 mins	<p>Stage 3: Explicit Form-focused Instruction</p> <p>Teacher first shows students the chart of English consonant phonemes and gives instructions about voiced and voiceless consonants.</p>  <p>Teacher then shows the video about voiced and voiceless consonants and asks students to find the differences between voiced and voiceless consonants.</p> <p>https://www.youtube.com/watch?v=QP0jASQau2s</p> <p>Teacher asks students to pronounce the target sounds and feel the airflow using their hands.</p> <p>If there is an airflow when pronouncing a voiced consonant, it is mispronounced.</p>	T – WC S	To teach students how to pronounce the target sounds correctly	Chart of English consonant phonemes YouTube video
10 mins	<p>Stage 4: Reading Aloud & Checking</p> <p>Students read the words that they filled in Task 2</p>	S Ss - Ss	To consolidate and check whether students	Worksheet I (Words list) checklist

	<p>aloud and do self-checking.</p> <p>Students work in pairs. One student reads the minimal pairs aloud in Task 3. The other student fill in the checklist and check whether there are errors. Then, take turns.</p>		pronounce the target sounds correctly	
15 mins	<p>Stage 5: Speech Delivery</p> <p>Students have 5 minutes to prepare and add an ending to the story.</p> <p>Students work in pairs and tell his or her partner the ending of the story. Then, take turns.</p> <p>The listener checks whether the speaker makes errors in the target sounds.</p>	Ss - Ss	<p>To practice students' oral speaking</p> <p>To check whether students produce the target sounds in spontaneous speech</p>	checklist
	<p>Stage 6: Homework</p> <p>Search in the EdUHK spoken corpus and find whether there are other common features on consonants that SA speakers have.</p> <p>List the features that he or she finds.</p> <p>Select an SA speaker, listen to his or her recording of Passage Two, and finish Task 3.</p>		<p>To explore new features</p> <p>To practice how to use spoken corpus to do self-learning</p>	



Task 1

1. Listen to a recording and answer the following questions.

1) What did the boy do to have a little fun?

2) How many times did the boy fooled the villagers?

3) What did the villagers do when the boy first shouted 'Wolf, Wolf.'?

Task 2

2. The following is the transcript of a recording. Listen to the recording and write the missing word in the each blank.

The Boy who Cried Wolf

There was once a ____ shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a _____. One hot afternoon, he thought up a good ____ to get some company for himself and also have a little fun. Raising his fist in the air, he ran down to the village ____ 'Wolf, Wolf.' As soon as they heard him, the villagers all rushed from their homes, full of concern for his safety, and ____ of his cousins even stayed with him for a short while. This gave the boy so much ____ that a few days ____ he tried exactly the same trick again, and once more he was successful. However, not long ____, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck. So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep. Racing down to the village, the boy of Course cried out even louder than before. ____, as all the villagers were convinced that he was trying to fool them a third ____, they ____ him, "Go away and don't bother us again." And so the wolf had a feast.

3. Listen to the recording and answer the following question.

Does the speaker pronounce the selected words correctly?

✓ *if the pronunciation of the word is correct*

× *if the pronunciation of the word is wrong, find the wrong sound and write the correct sound in the blanks*

- 1) This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. _____
- 2) However, not long after, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck.

- 3) So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep.
- 4) Unfortunately, as all the villagers were convinced that he was trying to fool them a third time, they told him, 'Go away and don't bother us again.' And so the wolf had a feast. _____