

RAEN Presentation

Phonemic Awareness and Pronunciation:

Laying the groundwork for literacy and communicative competence

1. Think for a minute about things we do in this society to help young children become readers. You may have done these things with your children or grandchildren. Others may have done these things with you when you were a child. What are these things that help young children become readers?
 - Talk with 1 or 2 people near you -- list together things we do to help young children become readers
 - RING BELL
 - Ask for call-outs in answer, repeat answers for all to hear
2. Now think about ways that becoming a reader in L2 is different from becoming a reader as a young child in your own language.
 - Talk with the same 1 or 2 people -- identify what is different in L2
 - RING BELL
 - Ask for call-outs in answer, repeat answers for all to hear
3. Mispronunciations / misunderstandings & a small vocabulary
 - When children mispronounce something, often a word they read but have not heard pronounced, there is an immediate feedback loop of laughter/correction/derision that cements the correct form in memory (speciFIcally)
 - Adults rarely have an immediate feedback loop on their errors
 - When adult ELLs mispronounce a phoneme, their own vocabularies are small enough that they may not know when

they are saying a different English word than they intend, which then confuses the listener (kiss--keys)

- When adult ELLs say a word with incorrect stress, listeners may not understand
- When adult ELLs swallow a syllable, listeners have greater difficulty guessing meaning than when a phoneme is wrong (Americans do this, too: "Hajadoon" story)

***Over time, I have created an activity to help ELLs with phonemes, syllables, and stress. I do this 3-4 times a week, before we read.

4. Introduce Word Pairs: Cesar Chavez biography

Word pairs train the ear for phonemes, syllables, and stress

- Fold paper on line between small cells & larger R. cell
- Explain & read # 1-3
- Complete the page in Student-Teacher pairs, with the T reading the word from the larger R. column
- ALL check answers
- Explain S inquiries about specific troublesome pairs

5. Multisyllabic words: syllable counting and stress

- Whole group, initially. Then Ss do, with whole group check-in to wrap it up

6. Ss then define the story words (R. column) to each other in same-language or cross-language groups, ask T when stuck

***THIS ACTIVITY:

INCREASES confidence in pronunciation

INCREASES ability to be understood

This activity has changed my students' pronunciation more than any other pronunciation activity I have done in the last 30 years!

7. **Activity:** Use blank template to create word-pairs from Newsela article (individually or in pairs)

8. More on the Reading Process:

- Train the ear and the eye → Word-Pairs!
- Read passages to students → match sound and symbol
- Students re-read passage to themselves → understanding
- Students read aloud to a partner → pronunciation

***Comprehension & pronunciation occupy different brain areas ;
identify which task you are asking students to do!

Writing: Sentences→ Paragraphs→ Essays

1. Cengage's *Great Writing* series: 6 books in an organized progression from very beginning (word order, capital letters, punctuation) to strong sentences that build great paragraphs that form clear essays, and beyond

2. Essays, Specifically

- Very American form→ foreign to both SIFE students and to highly educated students from many countries
- Modify essay questions (prompts): clarify what students are being asked to respond to.
 - Write straightforward, SIMPLE sentences
 - Use clear questions
 - Change the language, NOT the meaning
- Important to teach the essay **format** using content that students are expert on (do multiple times as a group)
 - Dissect the Q until it is understood clearly
 - Write general Intro. together, stating Q and claim
 - Graphic organizer/idea map to organize response

- Transfer info. from idea map into paragraphs
 - Write Concl. together
 - Choose a "Hook" for the Intro. (individually!)
 - Add transition-connection words
 - Edit / polish
- TASC essay questions are graded heavily on **clarity**
- Clear claim, clear evidence, clear organization
 - Write straightforward, clear sentences
 - Make a clear claim
 - Give evidence that supports your claim

***Paw Beler, 2 yrs. formal educ.,