Curriculum Project

A LESSON UNIT ON AURALLY DIFFERENTIATING BETWEEN THE PHONOLOGIES OF ENGLISH & ARABIC:

/p/ AND /b/

by

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Project Summary

The basic purpose of this project is to accommodate Arabs who learn English as a second language with the correct pronunciation of /p/ and /b/.

A curriculum was developed with appropriate activities that may help Arab learners of English to differentiate between /p/ and /b/, and pronounce the target sounds properly. This curriculum is intended for a community education class, where there are a lot of Arab learners who came to the US to pursue their degrees. This course will be conducted over a four week period. The class meets 3 times a week for 60 minutes each time. Within the framework, students will gain an understanding of the tools necessary to pronounce the desired sounds correctly. The curriculum is designed according to the Understanding by Design model created by Wiggins & McTighe, 1998. The curriculum, started with controlled activities, then, practiced in authentic speech using in-class activities to ensure learners exposure to the target sounds.

The curriculum includes the following steps:

1- Listen and imitate teachers or Audio and video recording, learners need to hear the difference between the incorrect and the correct sound, and then they need to learn how to produce the correct sound.

2- Phonetic training using articulatory descriptions for /p/ and /b/. First starts with simple techniques that help learners distinguish the target sounds. For example, in /p/ and /b/, a piece of Tissue or paper can be used to highlight the aspiration feature of /p/ sound and touching the throat to feel the vibration accompanied the /b/ sound.
3- Minimal pair drills which start with word-level drills and then move on to sentence-level drills and finally, contexts. Learners need to be able to recognize when to make each sound. They should be more aware of the difference in meaning first and then try to pronounce them together.

4- Using modern techniques and aids in learning language e.g. internet, audio aids, and Google play store applications. Students should listen regularly to English sounds and words using the technology tools which are very useful for practicing pronunciation. Students need to practice on their own outside of class using Google apps production training.

**Understanding by Design Unit Template**

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>A Lesson Unit on Aurally Differentiating between the phonologies of English &amp; Arabic: [p] and [b]</th>
<th>Grade Level</th>
<th>Intermediate high to Advanced Adult learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Adult ESL</td>
<td>Time Frame</td>
<td>Four weeks – 12 lessons</td>
</tr>
<tr>
<td>Developed By</td>
<td>Iten Ezz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 - Identify Desired Results

<table>
<thead>
<tr>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Proficiency Standards for Adult Education:</strong></td>
</tr>
<tr>
<td>College and Career Readiness Standards for Adult Education: English Language Art: Anchor 1 and 5</td>
</tr>
<tr>
<td>TESOL standards for materials writers and publishers.</td>
</tr>
</tbody>
</table>

**Students will be able to** acquire the correct pronunciation of /p/ and /b/ by applying:

ELP standards: which recommend the use of scaffolding strategy and multimedia technology.

**CCR standards:**

Anchor 1: Engage effectively in a range of conversations and collaborative discussions with diverse partners, building on others ideas and expressing their own clearly and persuasively.

Anchor 5: make strategic use of digital media and visual displays of data to express information and enhance understanding.

**TESOL standards:**

Use of appropriate materials, software, and websites that support achievement of the standards.

**The Literacy Information and Communication System (LINCS)**

ELA-Literacy/CCRA/SL/
### Enduring Understandings

**Students will be able to:**
- Differentiate between /p/ and /b/ fluently using oral and written communications.
- Students will be able to practice minimal pairs, tongue twisters and pronunciation apps.
- Students will be able to practice /p/ and /b/ in words, short phrases, long sentences, and short stories.

**Related misconceptions:**
Students may pronounce /b/ or /p/ for /b/, and do not identify the difference. They may become frustrated if they cannot produce the sound correctly.

### Essential Questions

**Content specific:**
- What strategies can be used to distinguish between /p/ and /b/?
- Which simple skills can be used to help students recognize the difference?
- How to use minimal pairs to differentiate between /p/ and /b/?
- How to use Google play store apps for practicing, training and self-assessment?

### Knowledge:
What knowledge will student acquire as a result of this unit?

### Skills
What skills will students acquire as a result of this unit?
**Students will know...**

- The articulation of the sound with the teacher’s help and videos showing the place and manner of articulation.
- Google play store pronunciation apps which help Students practice in a fun and non-stressful way.
- Practicing pronunciation using minimal pairs, in which two words are, differing only by one sound.

**Students will acquire:**

- Listening and imitating by articulating a word after hearing it.
- Phonetic training of /p/ and /b/: using articulators.
- Identify the physical difference between the aspirated voiceless /p/ and the voiced /b/.
- Minimal pair drills: Contrast helps learners notice the difference between /p/ and /b/.
- Communicative practice improves speaking.
- Training on using Google apps and self-assessing using the record and score features. Recording sound production may help in pronunciation improvement.

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**Stage 2 – Assessment Evidence**

**Performance Task**

Students are required to perform tasks using skills learned in class and actually demonstrate what they have learned authentically.
Students will show their understanding by any of the following assessments:

**Minimal Pair Exploration exercise:**

Line up words from each pair on the board and drill them. Assign each of the sounds a number (e.g. b=1, p=2). Pronounce words from the minimal pairs - students must follow the directions and say (1) or (2).

<table>
<thead>
<tr>
<th>(1) b</th>
<th>(2) p</th>
</tr>
</thead>
<tbody>
<tr>
<td>cub</td>
<td>cup</td>
</tr>
<tr>
<td>back</td>
<td>pack</td>
</tr>
<tr>
<td>bit</td>
<td>pit</td>
</tr>
<tr>
<td>cab</td>
<td>cap</td>
</tr>
</tbody>
</table>

**Minimal pairs communicative practice:**

Have students practice in pairs using a handout. One should say a word on the sheet, and the other must indicate by pointing which word was said.

Bear  pear  
cab    cap    
cub    cup
Flash Cards

Students will be given flash cards (two sets): words and descriptions. Students will work in groups to match the correct sets.

<table>
<thead>
<tr>
<th>Pie</th>
<th>To purchase something using money</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy</td>
<td>A baked dish prepared with either fruit or meat</td>
</tr>
</tbody>
</table>

Communication practice exercise using tongue twisters:

Split sentences into two parts, let the students mingle around the room and try to find the matching parts (jigsaw).

1. The big puppy barks.
2. The boy is happy.
3. I like purple blueberry pie.
4. The cub has a cup.

Authentic speech conversations practice:

Learners will ask each other questions and the teacher can listen and observe responses and pronunciation:

- What do you usually eat for lunch?
  - A pot pie.
b. With Peter.

c. Scrapbook.

d. At the playground.

- What kind of work do you do?

a. I work four hours per day.

b. Bookkeeper.

c. I work at the bookstore.

d. Cupboard

<table>
<thead>
<tr>
<th>Other Evidence</th>
<th>Student Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Through observations, quizzes, and tests students will demonstrate achievement of the desired results.</td>
<td>Through Google apps. Recording sound production helps in pronunciation improvement.</td>
</tr>
<tr>
<td>2. Formative and summative assessments used throughout the unit to arrive at the outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

**Flyswatter activity:**

Divide students into two teams, each team will have a flyswatter and the teacher calls aloud a word from the list on the board.

**Google apps:**

Using the recording feature, allow students to listen to their production and receive scores.
Players have to turn around and touch the word that has been called with the flyswatter. The first one to touch the word gets a point for their team.

<table>
<thead>
<tr>
<th>bunch</th>
<th>Punch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bat</td>
<td>Pat</td>
</tr>
<tr>
<td>Bill</td>
<td>pill</td>
</tr>
</tbody>
</table>

Listen and complete the missing sound in the following sentences

1) Mary has just ….arked her car.

2) I need a …ig hat.

3) The ro…e looks like a snake

Stage 3 – Learning Plan
Pre-Assessment

Use one simple assessment to check students’ pronunciation of /p/ and /b/ by showing pictures for minimal pairs, such as: bin and pin

Then ask them what’s in the picture?

Use other examples too, such as: pear and bear

This activity will act as icebreakers for students and will encourage their involvement in the lesson.

Preview the target sounds

Using simple strategies such as a piece of paper to pronounce the aspirated /p/ and touching their throat to feel the movement of their vocal chords during pronunciation of /b/.

At this stage, asking students to individually read minimal pairs list and observe their pronunciation.

During teaching

- Focus on the articulation of the two sounds. Students will listen and imitate a word after hearing it.

- Use minimal pairs: start with words then train students in longer than word level.
- Teacher use scaffolding to facilitate students’ acquisition of the target sounds.
- Use activities that require communication such as jigsaw and flyswatter games.
- Encourage students to practice authentic speech conversations by interviewing each other and teacher can listen and observe their responses and pronunciation.
- Train students on multimedia technology such as Google apps and you tube.

After teaching

This stage comes after a three-week training course on English pronunciation. Students were taught the place and manner of articulation along with voicing qualities for /p/ and /b/, and later on, moved to do some contrastive analysis exercises by understanding the types of errors and the reasons behind such errors. Students at this stage are aware of their errors and the possible explanations for such errors and strategies to overcome their pronunciation errors.

Follow up

Students need to practice pronunciation 15 minutes daily for 28 days using the recommended Google apps. They can practice at home and do self-assessment using the recording feature of the apps.

Post Assessment

Choose one of the performance assessments to check students’ pronunciation.
<table>
<thead>
<tr>
<th>#</th>
<th>Lesson Title</th>
<th>Lesson Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/p/ and /b/</td>
<td>- Show and name speech organs used for the target sounds (Lips and Vocal cords)</td>
<td>Figure 1 (picture showing organs of speech)</td>
</tr>
<tr>
<td></td>
<td>Introduction and</td>
<td>- Display a video showing the /p/ and /b/ properties or demonstrate the pronunciation</td>
<td>Video or Audio recording</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>- Practice the /p/ sound: Distribute tissues to learners to practice moving the tissue that accompanies the /p/ sound: “pa”</td>
<td>Tissue paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Practice the voiced /b/ and the vocal cords vibration that accompanies the sound: “ba”</td>
<td>Physical: fingers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comparing and Contrasting /p/ and /b/sounds by practicing together in syllables by adding the vowels a, e, i, o, and u to the target sounds: Practice /p/: “pa, po, pee, and pie.” Practice /b/: “ba, boo, bee, and by” Next, try putting the /p/ and /b/ in the middle: /p/: “appa, Appy, and eppa,”</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Practice the /p/ and /b/ in Words using minimal pairs | **Imitation practice**  
Display a video, and then give students some words to practice the sounds side-by-side with the teacher.  
Remember to voice the /b/ sound and use a puff of air for the /p/ sound.  
Have students practice in pairs using a handout. One should say a word on the sheet, and the other must indicate by pointing which word was heard: /p/ or /b/. | Video or teacher  
Minimal pairs  
Handout 1  
Minimal pairs  
Handout 2 |
|---|---|---|
| 3 | Minimal Pair Exploration | Put some words from each pair on the board and drill them. Assign each of the sounds a number (b=1, p=2). Say the words from the minimal pairs Students follow the directions and say one or two. | Teacher  
Handout 3 |
<table>
<thead>
<tr>
<th></th>
<th>/p/ and /b/ into phrases</th>
<th>Listening activity</th>
<th>Handout 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students to notice the sounds in longer than word levels. Students listen to teacher or audio recording, and then complete the missing sound in the handout.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/p/ and /b/ into Sentences</td>
<td>Find the sound activity</td>
<td>Handout 5</td>
</tr>
<tr>
<td>Ask students to select the word that contains the sound listed in the handout. There can be more than one correct answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening practice with /p/ and /b/</td>
<td>Listening activity</td>
<td>Handout 6</td>
</tr>
<tr>
<td>Students listen to teacher reading the sentences and then circle the word they hear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking practice with /p/ and /b/</td>
<td>Speaking activity</td>
<td>Handout 7</td>
</tr>
<tr>
<td>Give students some isolated words to form commands or sentences, (For example, pick an apple)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>/p/ and /b/ into tongue twisters sentences</td>
<td>Jigsaw activity</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Example: Buy pie pans / before buying peanut butter.</td>
<td>Handout 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tongue twisters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Communication activity:

Students will practice authentic speech conversations. They will ask each other some questions and teacher can listen and observe their responses and pronunciation.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Description</th>
<th>Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>/p/ and /b/ into conversations</td>
<td>Students will practice authentic speech conversations. They will ask each other some questions and teacher can listen and observe their responses and pronunciation.</td>
<td>Handout 9</td>
</tr>
<tr>
<td>10</td>
<td>/p/ and /b/ into short stories</td>
<td>Students Listen to a short story and choose the correct sound /p/ or /b/ between the brackets.</td>
<td>Handout 10</td>
</tr>
<tr>
<td>11</td>
<td>Additional Review Activities</td>
<td>Students listen to a recorded story and fill in the blanks with the correct word.</td>
<td>Handout 11</td>
</tr>
<tr>
<td>12</td>
<td>Google apps training and self-assessment</td>
<td>Students will work in Google apps recording production, check self-pronunciation accuracy and get a score. Repeat until reaching the required accuracy.</td>
<td>Tablets And Google Apps</td>
</tr>
</tbody>
</table>

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### Stage 4 – Assess and Reflect

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare pre and post assessments for students to check their improvement in pronunciation of /p/ and /b/.</td>
<td>Use the data to plan future lessons.</td>
</tr>
<tr>
<td>For struggling students:</td>
<td>Do more practice using Google applications.</td>
</tr>
</tbody>
</table>

REFERENCES


https://www.englishclub.com/pronunciation/minimal-pairs-b-p.htm

Go Natural English. (2015). Learn the difference between b and p in English pronunciation. Gabrielle Wallace Int'l, LLC.

Retrieved from


Google Apps: Speak English Pro like a native speaker (learn, practice and test).


Google Apps: E learning English Pronunciation (learn, practice and test).


Google Apps: Pronunciation King (students write a word to hear the correct pronunciation).


Google Apps: American English Pronunciation


Figure 1

Organs of Speech

Photos-the-organs-of-speech.jpg.

Handout 1

Minimal Pair Exploration exercise:

<table>
<thead>
<tr>
<th>b (voiced)</th>
<th>p (voiceless)</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>pack</td>
</tr>
<tr>
<td>bath</td>
<td>path</td>
</tr>
</tbody>
</table>
Handout 2

Listen and choose the correct sound /p/ or /b/:

1. ______________________ (pot)
2. ______________________ (people)
3. ______________________ (pan)
4. ______________________ (pie)
5. ______________________ (ban)
Handout 3

Minimal pairs exercise:

Listen and choose the correct word:

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>Down</td>
</tr>
<tr>
<td>bear</td>
<td>pear</td>
</tr>
<tr>
<td>book</td>
<td>poke</td>
</tr>
<tr>
<td>cab</td>
<td>cap</td>
</tr>
<tr>
<td>bit</td>
<td>pit</td>
</tr>
<tr>
<td>cub</td>
<td>cup</td>
</tr>
<tr>
<td>back</td>
<td>pack</td>
</tr>
<tr>
<td>bill</td>
<td>pill</td>
</tr>
</tbody>
</table>
Handout 4

Listen and complete the missing sound

- A …retty …louse
- A …iece of pa…er
- A …ig …ot
- A sim…le jo...
- A dee… slee…

Handout 5

Find the Sounds exercise:

Ask the students to select the word that contains the sound listed below. There can be more than one correct answer.

Find: /p/

1. Please put some peach in my fruit salad.
2. I have to buy a new teapot.
3. I like peanut butter sandwich for breakfast.
4. The article was published in the newspaper.
5. it’s time to play at the park.

Find: /b/
6. The house is very big.
7. I need to brush my hair every day.
8. I hope I can do better in my final exam.
9. Mary is my best friend.

**Handout 6**

*Circle the correct word:*

1. It was a red cap/cab.
2. She doesn’t like the pay/bay.
3. He lives in a pig/big farm.
4. The movie is pouring/boring.
5. I need a path/bath.

**Handout 7**

*Use the following words to form commands or sentences: (For example, pick an apple)*

**Places:** Park - bathroom - Pet Shop - computer repair shop - bank - bookstore - library - police station - barbershop - bedroom

**Animals and objects:** Dog - Pat - Bag - Apple - shampoo - purse - Boy - People -

Backpack - Panda

**Actions:** Pick - Repair - bark - Buy - pick - shoplift - Pet - Park - play - paint
**Handout 8**

*Practice tongue twisters:*

1. Peter prefers pot pies.
2. I like purple blueberry pie.
3. Popcorn needs proper popping.
4. Buy pie pans before buying peanut butter.
5. Bob’s pop popped from pressure.
6. The big puppy barks.

**Handout 9**

Students will interview each other and teacher listens to their responses, and observes their pronunciation.

*Choose the correct answer:*

- What do you usually eat at lunch?
  
  a. A pot pie.
  
  b. With peter.
  
  c. Scrapbook.
  
  d. At the playground.
• How long did you study last night?
  a. With Bob.
  b. At the park.
  c. Biology.
  d. For couple hours.

• What kind of work do you do?
  a. I work 4 hours per day.
  b. bookkeeper.
  c. I work at the book store.
  d. Cupboard

• How many hours a day do you watch TV?
  a. About couple hours.
  b. In my backpack.
  c. I watch the play.
  d. In September.

• What do you like to drink?
  a. pop
b. plums.

c. blackcap.

d. With my poppy.

**Handout 10**

*Students listen to a story then choose the correct sound between the brackets.*

It was time for breakfast (/p/ - /b/). Peter (/p/ - /b/) wanted to eat on the beach (/p/ - /b/). He walked to the beach. There were no benches (/p/ - /b/). So, He opened (/p/ - /b/) his lunch box (/p/ - /b/) and found some soup (/p/ - /b/) with bread (/p/ - /b/) he had a banana (/p/ - /b/) and some peaches (/p/ - /b/). He took a bite (/p/ - /b/) of bread and drank all the soup (/p/ - /b/). He enjoyed his meal.

**Handout 11**

*Listen to the recorded story and fill in the blanks with the correct word:*

I like to eat…………. (Pancakes) for …… (Breakfast) I prepared one yesterday, I added………… (Butter) and …. (Syrup). The…….. (Plate) slipped from my hands and fell on the floor. Then, I grabbed a ……. (Mop), some soap, and ……. (Began) to clean and……. (Sweep) everything ……. (Up).