

## Appendix A

### Pre-Workshop Questionnaire

The following questionnaire will be emailed to all registrants two weeks before the workshop starts; I will request they email it back to me no later than a week before the first session.

*Please rate your background knowledge by matching the appropriate letter to each statement below.*

a. - I am not familiar with this topic

b. - I have heard about this topic

c.- I have a basic background knowledge on this topic

d.- I have a moderate background - would be able to provide details to someone else

e. -I have a strong background - would be able to explain in depth to someone else

f. - I consider myself highly knowledgeable on this topic and would be able to teach someone else

\_\_\_\_\_ 1. Knowledge of how adult ESL students learn and develop speaking skills

\_\_\_\_\_ 2. Knowledge of the general stages of oral language development in adults learning an L2

\_\_\_\_\_ 3. Knowledge of how certain traits, such as fear or anxiety may impact willingness to engage in oral production, and which speaking activities and teaching styles usually work well for such learners

\_\_\_\_\_ 4. Knowledge of how a learner's home culture and teaching styles of that country may impact the student's willingness to speak in class

**Short answers. Please try to limit your responses to no more than two 3-5 sentence paragraphs.**

1. What affective traits or behaviors—such as hesitancy, fear, anxiety, excitement, etc.—have you noticed in your learners as they engage in classroom speaking activities, such as pair or group work or individual presentations in front of the class? What do you think is the cause? How may the general classroom environment, including teaching style and peer interaction, play a role in any of the affective traits or behaviors cited?

2. Are you aware of some effective instructional methods, activities, or practices that help adult ELLs gain oral proficiency skills? If yes, name and describe one or two of them, trying to be as specific as possible. Please do not use the internet to help you with this. In order for you to get the most from this training session, I need to know your actual familiarity with these methods.

3. Do you (or the program's administrators) specifically assess speaking, both for placement and to measure skill development throughout the semester, the

way you assess other skills, such as listening, grammar, reading, and writing? If you do not, please explain why.

**Reflection question**

What knowledge, skills, or insights do you hope to gain from this workshop?

## Appendix B

### Day One Lesson Plan

#### Capstone Project: two-day staff development training for instructors of adult ESL

DAY ONE Saturday, **9:00am-2:00pm**

Context: A staff training for teachers of adult ESL

Institution: A community college

Where: In a training room or classroom

Lesson content objective: Participants will understand how anxiety and a high affective filter may impede oral development and strategies to reduce learner anxiety; the importance of and how to implement the following communicative teaching strategies: information gap-activities, drama/role-play, and total physical response.

**Learners will be able to** understand what causes speaking anxiety and how to implement strategies to reduce it;

**Learners will be able to** understand and to implement pedagogical teaching strategies to increase oral proficiency while reducing learner anxiety via information-gap, dialogue, and role-play activities;

**Learners will be able to** implement the total physical response method in their classroom to increase vocabulary development;

**Learners will practice** doing a jigsaw reading and speaking activity; using language functions and speaking frames in a role-play exercise

#### **Materials:**

In the instructions sent via email prior to the training, I ask everyone to bring a pen, notebook, earphones or earbuds, and a chrome book or laptop to view the slide presentation and videos; if someone doesn't bring one, they may share with someone.

Googles slides

Video clips

Students use computers or chrome books

**One week prior to the training**, participants will be emailed (as a Microsoft Word attachment) a pre-workshop questionnaire to complete and email back to me prior to the first day of training. (See **Appendix A.**)

| Time  | Activity   | Materials used   | I say  |
|---|--|--|--|
| <p>9:00-9:10:<br/>Everyone arrives, writes their name on a sign-in sheet, and settles in.</p> <p>9:15-9:45.</p> | <p>Warm-up.<br/>Warm-up; A reflection and discussion exercise</p>                              | <p>I pass out the reflection exercise to each participant. [See <b>appendix B</b>]</p> | <p>Welcome! Our first activity is a warm up, where you'll reflect on and talk about your own language learning experiences. [I ask them to get in pairs or groups and I give everyone a sheet of paper with the reflection questions, below.] Take the first 5 or so minutes to silently jot down responses to the questions. Then, share your responses and any other thoughts you have on the subject with your partner or in your groups.</p> |
| <p>9:50-9:55.</p>   | <p>The first five slides concerning why speaking is difficult and what instructors can do.</p> | <p>Computer/tablet; Google slides</p>  | <p>I read the slides and take questions/comments.</p>  |
| <p>9:55-10:10.</p>  | <p>Brainstorming activity: <i>What instructors can do</i></p>                                  | <p>Slide #5; pen and paper</p>   | <p>At slide five, I say:<br/><br/>Before we move on, we're going to take</p>   |

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|  |  |  | <p>about 15 minutes to do a brainstorming activity. Read the suggestion again on slide 5: <i>What instructors can do</i>. Take a few moments to individually write down some examples of when and how you've implemented these eight suggestions on this slide. Try to be as specific as possible.</p> <p>For example, what types of positive feedback have you offered recently? How have you scaffolded speaking using language frames, and what was the result? If you have not implemented these suggestions, note some ways you could do so. Also, note any logistical or programmatic roadblocks. Then, with the person next to you, share and discuss your responses with your partner. Save your notes for future reference.</p> |
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| 10:10-10:15 | Slides 6-8 on drama, dialogue, and information-gap activities | Computer/tablet; Google slides   | Let's continue with the next few slides. I read slides and take questions/comments.   |
| 10:15-10:18 | Watch a video clip of an information-gap activity             | Computer; video clip [26:35-28:20] <a href="https://www.newamericahorizons.org/raining-videos">https://www.newamericahorizons.org/raining-videos</a><br><br><b>Appendix C</b>                  | Pausing after slide 8, I say:<br><br>Let's switch gears and watch a live classroom demonstration of an information-gap activity.  |
| 10:20-11:00 | Jigsaw reading/speaking session                               | Research article: <i>The Dol Project: The Contributions of Process Drama to Improved Results in English Oral Communication</i> , by Madonna Stinson and Kelly Freebody.<br><b>[Appendix D]</b> | It's time for our <u>jigsaw</u> . Jigsaw is a type of information-gap activity. You'll read different parts of a text and exchange the information with others. This activity will simultaneously teach you how to implement a jigsaw activity while reading about how to use dialogue and drama to develop |

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|  |  |  | <p>fluency.</p> <p>Please count off from one to three. Remember your number. You'll sit together in groups of three with ones, twos, and threes in each group. This is your <u>jigsaw group</u>. Everyone will read pp. 27-28. Ones read pp. 29-32; twos read p. 33-36, and threes read pp. 37-39. [I pass out the article.] Let's spend about 10 minutes reading our assigned section.</p> <p>After that, you'll get up and go sit with people who have the same number as you. This is your <u>expert group</u>. Spend 10-15 minutes reviewing key points of your section with your group. Note anything especially interesting. Jot down some ways you may implement something similar in your classroom. Do you think your</p> |
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| 11:00-11:15 | Read article individually               | <p>Research article:<br/> <i>Addressing Reticence: The Challenge of Engaging Reluctant Adult ESL Students</i><br/> by Steven J. Carter &amp; Lynn E. Henrichsen<br/> <b>[Appendix E]</b></p> | <p>learners would enjoy it? Why or why not? How may you modify this activity for adult learners, if at all? After you finish, you'll return to your original jigsaw group and spend about 10 minutes sharing what you've learned. [I write out abbreviated instructions on a whiteboard or large sheets of poster paper taped to the wall, as this can be a confusing activity for those who've done it.]</p> <p>Before we take a break, I have one more article for you to read called. However, since it's only 5 pages, you'll each read it to yourselves.</p> |
| 11:15-11:30 | Break                                   |  |   |
| 11:30-11:35 | Watch slides 9-10 on the total physical | Computer; google slides  | Read slides, take comments/questions  |

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|             | response (TPR) method   |  |   |
| 11:35-12:00 | Watch a 25-minute video of a beginning-level ESL class implementing TPR | Computer; video (Parrish & Florez, 2012). <b>Appendix F</b><br><a href="https://www.newamericanhorizons.org/training-videos">https://www.newamericanhorizons.org/training-videos</a> | How many of you have used TPR or a modified version of it with your class? [If there are yes answers, I'll ask participants to talk about their experiences with it; most likely, however, no one has used it. I will assume that's the case here.]<br><br>I continue:<br><br>Since TPR is a fairly unusual activity and all/most of you don't have prior experience with it, we're going to watch an authentic demonstration of this method in an adult ESL classroom. |

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| 12:05-12:20 | Pair discussion on TPR. | Pen & paper | After the video I ask the class what they found particularly interesting or noteworthy about the video. I write their responses on the whiteboard. Then, I have everyone pair up and discuss and make notes on how they could implement some of the activities in the video for use in their classes. Also, |
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|             |  |   | would they use them as is or modify them? If the latter, how would they modify them?  |
| 12:20-12:50 | Lunch break  |   |   |
| 12:50-12:55 | Watch slides 11-13 on language functions and using language frames | Computer; google slides   | Read slides and take comments/questions.  |
| 12:55-1:30  | Role-play exercise   | White-board or poster, on which I write the language frame suggestions [Appendix G] | For this next activity, I will pair you according to the level of students you teach. You'll design a phone call role-play between two people that's approximately the same length as the one you just read. As you're writing it, keep your learners' language level in mind as well as their lives and needs. What types of services or assistance might they request? What other reasons might they have for making a phone call in English? Of course, before you |

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|  |  |  | <p>practice a role-play class, you'll have already pre-taught the vocabulary and tapped past knowledge.</p> <p>Please make sure the following language functions are represented in your dialogue: <i>A polite greeting and closing; asking for clarification or more information; and interrupting politely.</i> I would also like for you to include <u>language frames</u> in your dialogue. Just as you would do for your students, I'm going to scaffold this exercise by writing on the whiteboard a few possible frames from which you may choose. Rehearse the dialogue with your partner, <i>as if you were your learners</i>; really try to become them. What types of difficulties or fears may they encounter as they rehearse</p> |
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| <p>1:30-1:40</p> | <p>Dialogue share</p> | <p>Written dialogues</p> | <p>class, knowing it will end in a call, even if just pretend? Write these down.</p> <p>When you do actually do these with your students, it's a good idea to let them create their own dialogue that is similar to, and uses some of the same language functions, as the last one they practiced. For example, take the role-play you saw on the slide. After they become comfortable with that, ask them to write one in which person A is calling about different symptoms.</p> <p>Finally, share your dialogue with at least one other pair and discuss why</p> |
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|           |  |   | <p>you selected your topic and if you think it may result in your students having an easier time making phone appointments.</p>  |
| 1:40-2:00 | <p>Assessment, questions, mingling</p> | <p>Eight-question assessment to determine if the learning objectives were met (<b>Appendix H</b>)</p> | <p>We are finished for today. Please take this short assessment (which I hand out) before you leave. Your responses will be helpful to me as I design future trainings. You may put your names on them, but if you'd rather remain anonymous, that's fine. We'll have the room until 2:00, so if you are finished before then, feel free to stay and mingle. I'll stay too, and will be happy to take any questions you may have</p> |

## Appendix C

Slide Show: Day One

<https://docs.google.com/presentation/d/16F02oYvelGcfA6OEGvNo0ipF9p5yN1SqbbWAIP8iGRk/edit#slide=id.p>

## Appendix D

### Think-Aloud/Reflection Warm-Up

1. When did you begin taking classes in your first foreign language or L2?
2. How long (months/years) did you continue studying this language, either in a structured environment or on your own?
3. Do you recall which method(s) your teachers used, such as communicative language teaching, audio-lingual, grammar-translation, or a combination of several methods?
4. How was *speaking* in particular taught in class? Do you recall some specific activities used to teach and practice accuracy, fluency, and pronunciation?
5. Was speaking an enjoyable activity for you or did it provoke fear or anxiety?
6. If it was enjoyable or not, what do you think made it so? (For example, the teacher's personality, teaching style, interaction with classmates, etc., anxiety or lack thereof?)
7. What, if any, advice did your instructor give to the class or to you regarding speaking the language outside of class, such as specific activities to do or how often you should practice? Ultimately, do you think the instructional methods used to develop your oral proficiency were effective? Why or why not?
8. Did you attain your desired level of proficiency in this language? If not, why not?
3. Do you (or the program's administrators) specifically assess speaking, both for placement and to measure skill development throughout the semester, the way you would assess other skills, such as listening, grammar, reading, and writing? If you do not, please explain why. *If you answered "no" on the first survey, do you now plan to start assessing speaking?*

#### Reflection questions

1. What are your plans going forward to develop your speaking pedagogy?
2. What are some challenges that may impact your goal?
3. What is your biggest take-away from this workshop?



## **Appendix E**

### Information-Gap Video

<https://www.newamericanhorizons.org/training-videos>

## **Appendix F**

Research Article: Process Drama

[The Dol Project: The Contributions of Process Drama to Improved Results in English Oral Communication](#) by Madonna Stinson and Kelly Freebody

## **Appendix G**

Research Article: Addressing Reticence

[Journal of Adult Education](#): *Addressing Reticence: The Challenge of Engaging Reluctant Adult ESL Students* by Steven J. Carter & Lynn E. Henrichsen

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**Appendix H**

## Total Physical Response in the Classroom

<https://www.newamericanhorizons.org/training-videos>

## Language Frames

### A polite greeting

Good morning/afternoon/evening. This is [name].

Hello, this is [name].

### Asking for clarification/more information

I'm sorry, I didn't understand...

I'm not sure what you meant by...

I'm sorry; I didn't catch what you just said...

Could you be more specific about...

So you mean that...

If I have understood you correctly, your point is...

I'd like to ask you about...

I'm not sure what you mean.

### Interrupting politely

May I add something here...

I'm sorry to interrupt, but...

I'd just like to say that...

Excuse me, but....

### Polite closings

Thank you for your time; have a good day.

I appreciate your help; enjoy the rest of your day.

Thank you, you were very helpful. Goodbye or bye.

## Day One Assessment

1. Name 2 emotional states that may cause a learner to have a high affective filter.
2. What is one “input” that is required for speaking in the target language?
3. What are two things teachers can do to either increase students’ willingness to speak or to help develop their oral proficiency?
4. Name one benefit of information-gap activities and one benefit of drama. (Please do not list the same benefit for both)
5. According to Krashen, TPR is effective for providing comprehensible \_\_\_\_\_.
6. TPR is a teaching method that combines listening with \_\_\_\_\_.
7. Language functions (or speech acts) describe language’s purpose. What are two language functions?
8. Language frames provide different ways of saying the same thing, and are useful for giving learners options when they’re constructing dialogue. What are 2 language frames for polite interruption?

## Day Two Lesson Plan

### Capstone Project: a professional development training for instructors of adult ESL

DAY TWO Saturday, **9:00am-2:00pm**

Context: A staff training for teachers of adult ESL

Institution: A community college

Where: In a training room or classroom

Lesson content objective: Participants will learn what constitutes intelligible speech and why it's important; the primary causes of unintelligible speech; what suprasegmentals are and how to create intelligible speech using them by focusing on particular word and sentence stress; speech rate and rhythm; and intonation; the importance of pragmatics and sociocultural awareness; and how to enhance sociocultural awareness in your learners

**Learners will be able to** use large and small circles to show word stress

**Learners will be able to** use content and function words to show which words should be stressed in a sentence

**Learners will be able to** achieve correct sentence rate and rhythm by marking off thought groups with a / and use contours to mark intonation and pitch

**Learners will be able to** learn a technique to teach the sociocultural awareness

**Learners will practice** how to show word and sentence stress; how to mark thought groups; how to show intonation and pitch using rising and fall contours over words; writing interview questions to boost students' sociocultural awareness

#### **Materials:**

In the instructions sent via email prior to the training, I ask everyone to bring a pen, notebook, earphones or earbuds, and a chrome book or laptop to view the slide presentation and videos; if someone doesn't bring one, they may share with someone.

Googles slides

Video clips

Students use computers or chrome books

| Time       | Activity   | Materials used   | I say  |
|------------|--|--|--|
| 9:00-9:10: | Everyone arrives, writes their name on a sign-in sheet, and settles in.  | Computer/tablet; Google slides   | Welcome back! Does anyone have any questions or comments from last Saturday's session? |
| 9:10-9:25  | Watch slides 1-10 on factors contributing to unintelligible speech; an overview on how suprasegmental training helps to develop intelligibility ; teaching word & sentence stress and speech rate/rhythm |  | I read the slides and take questions/comments.   |
| 9:25-9:35  | Watch clips from two videos  | <a href="https://www.newamericanhorizons.org/training-videos">https://www.newamericanhorizons.org/training-videos</a> : [4:10-8:30]<br><a href="https://canvas.hamline.edu/courses/9635/page">https://canvas.hamline.edu/courses/9635/page</a> | Let's watch clips from two videos on how some of these features are taught in          |



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|             |  | <p><a href="#">s/video-teaching-the-stress-timing-principle?module_item_id=397143</a> [3:42]</p> <p><b>Appendix I</b></p>                               | <p>an adult ESL setting. Note the different ways instructors teach word and sentence stress. Even though they're short clips, I would advise taking notes because we're going to do activities based on them. Video #1 shows teaching strategies for intonation, word stress, and sentence stress; video #2 focuses exclusively on sentence stress. I will play the clips twice if you'd like.</p> <p>Does anyone have any questions on any of these techniques?</p> |
| 9:40-10:40  | word and sentence stress exercises                                   | <p>Paper &amp; pen</p> <p>Word and sentence stress activity [<b>Appendix J</b>]</p> <p>Sentence stress activity [<b>Appendix K</b>]</p>                 | <p>Now we'll work on some word &amp; sentence stress comprehension exercises; please work with the person next to you. [I give everyone both activities.]</p>  |
| 10:40-10:50 | Break  |   |  |
| 10:50-11:05 | Watch PART I of video; <b>pause after 6:42</b> to allow participants | <p>Computer/tablet; video</p> <p><a href="https://www.youtube.com/watch?v=G3NB19i949E">https://www.youtube.com/watch?v=G3NB19i949E</a>; pause after</p> | <p>Let's watch a video on speech rate, rhythm, and intonation through the identification of thought groups. Thought groups,</p>  |

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| <p>11:05-11:07</p> | <p>to identify thought groups; Continue video until the end.</p> <p>Watch PART 2.</p> <p>Slide 10; look and listen to where thought groups are marked</p> | <p>6:42 <a href="https://www.youtube.com/watch?v=4DKPfAfVzmI">https://www.youtube.com/watch?v=4DKPfAfVzmI</a><br/>Pronunciation Pro. (2017, January).<br/><b>Appendix L</b></p> <p>Computer/tablet; slides</p> | <p>which the narrator refers to as “chunking,” indicate the most logical places to pause, with or without punctuation. At 6:42, we’ll pause so we can identify the thought groups together.</p> <p>I take questions/comments.</p> <p>Let’s look at slide 10 so you can see and hear where thought groups are marked. As you read along and listen, think about where she pauses. After that, you’ll be able to try your own.</p> |
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| 11:08-11:20 | Thought group paragraph exercise and slide 11 plus audio  | Handouts that contain the same paragraph that's shown on slide 11 which I give to everyone ( <b>Appendix M</b> ) | Read the paragraph to yourself or aloud and mark natural pauses on your paper with (/). Then we will listen to the audio. Check to see if you put your slash marks where you hear the pauses.   |
| 11:20-11:50 | Lunch break   |  |   |
| 11:50-12:04 | Slide 12 explaining pitch/intonation; slide 13 with links to video/audio clips of intonation and pitch patterns | Computer; Hamline U video clip <b>Appendix N</b>   | <p>Our final suprasegmental feature is intonation or pitch. Let's first look at slide 12 for an explanation of pitch variance. [I read slide 12 and take comments or questions.]</p> <p>On slide 13 we have a series of video clips explaining this concept in more detail, which we'll</p> |

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|  |  |  | <p>listen to as a group. The web addresses for the videos are on slide 13.</p> <p>[Take questions or comments. I anticipate a few minutes of discussion here.]</p> |
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| 12:05-12:10 | Continue with slides 14-15 explaining how to mark pitch patterns on words & sentences | Computer/slides<br><b>Appendix N</b>  | Let's look at how to mark pitch patterns on words and sentences. [I read and explain slides 14-15]  |
| 12:08-12:18 | Practice intonation marking   | Paper & pen<br>I give everyone the marking intonation patterns exercise [ <b>Appendix O</b> ] | Now I'm going to give you some statements and questions, and I'd like for you to take the next 10 minutes or so to mark the intonation patterns based on the emotion written next to it or whether it's a statement or question. You may work alone or with a partner. These can be tricky for those new to the concept, so don't worry if you're confused; it's just practice. If you'd like to listen to the video on pitch & intonation again before doing the |

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|             |   |                         | exercise, that's fine, just use headphones or earbuds. (I temporarily hide or delete slide 16, as it has the answers.)  |
| 12:20-12:25 | Slide 16  | Computer; google slides | [I return slide 16]<br><br>Okay, let's look at slide 16 together.<br><br>[I review the markings on each sentence, what they mean, and take questions/comments]  |
| 12:26-12:32 | Finish slides 17 & 18 on intonation & meaning then review slides 19-22 on pragmatics/socio-Cultural awareness | Computer; google slides | Read slides; take questions/comments  |
| 12:32-1:00  | Interview questions for sociocultural awareness   | Pen & paper             | For our next activity we'll get into pairs. We've just read some sample interview questions used to increase English learners' sociocultural awareness. You are welcome to review them again if you need to. Then, with a partner, brainstorm 10 possible interview questions that you think would be of interest to your |

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|  |  |  | <p>students. As you write the questions, please keep your class's proficiency level in mind. Also, remember that the interview subjects will be native or proficient English speakers who have been in the United States for at least a decade.</p> <p>Take about 20 minutes to do this. Afterward, I'll take one question from each pair and write them on the final google slide, so you will have them.</p> |
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| 1:05-1:30 | Goodbyes and post-workshop questionnaire | <p>Pen and paper</p> <p>Hand out post-workshop questionnaire to everyone [Appendix K]</p> | <p>Thank you so much for your attendance and I hope you found this training worthwhile. I'd appreciate it if you'd stay another 10-15 minutes to complete the post-workshop questionnaire; I'll use your feedback in designing future</p> |
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|  |  |  | <p>workshops. To ensure anonymity, I'll leave the room and [name of participant] will collect them from you and place them in a secure envelope. Of course you are not required to write your name on it but you are welcome to if you'd like. We have the room until 2:00, so feel free to get to know one another.</p> |
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**Appendix L**

Slide Show: Day Two

<https://docs.google.com/presentation/d/1RjcqCLrcHsiZ5XgHjdzrZA00Liz2HWiPpPUpzNs20bM/edit#slide=id.p> Word stress, sentence stress, and intonation

## **Appendix M**

Stress and Intonation Videos



<https://www.newamericanhorizons.org/training-videos>: [4:10-8:30]

[https://canvas.hamline.edu/courses/9635/pages/video-teaching-the-stress-timing-principle?module\\_item\\_id=397143](https://canvas.hamline.edu/courses/9635/pages/video-teaching-the-stress-timing-principle?module_item_id=397143) [3:42]

## **Appendix N**

### Word and Sentence Stress Activity

1. In video #1, why was the teacher having students raise their arms in the air and bend at the knees?
2. What did raising arms up in the air signify? What did bending at the knees signify?
3. For what purpose was the instructor in video #2 drawing large and small circles over words? How did he know how many circles to make?
4. What did the large circle represent? And the small one?

### Country Names: Word Stress

Each multisyllabic word in English has one syllable with primary stress. The stressed syllable is longer and louder than the other syllables in the word.

**○ ○ ○**

In-di-a

In the word India, the first syllable takes the primary stress. Say each country name out loud and write it under the appropriate word stress pattern. Two are done for you.

- Bangladesh
- India
- Indonesia
- Kenya
- Malaysia
- Madagascar
- Maldives
- Seychelles
- Somalia
- South Africa

- Sri Lanka
- Tanzania
- Thailand

|     |     |              |       |                        |            |            |
|-----|-----|--------------|-------|------------------------|------------|------------|
| o O | O o | O o o        | o O o | o o O                  | o o<br>O o | o O<br>o o |
|     |     | <i>India</i> |       | <i>Bangla<br/>desh</i> |            |            |

**NOTICE:** The use of bubble patterns could be a great help for learners who have trouble pronouncing the numbers below correctly (Parrish, B., Fall 2020, ESL 8160 01, *Word stress and vowel reduction—cont.* Lesson 4.4).

| o O       | O o     |
|-----------|---------|
| thirteen  | thirty  |
| fourteen  | forty   |
| fifteen   | fifty   |
| sixteen   | sixty   |
| seventeen | seventy |
| eighteen  | eighty  |

|          |        |
|----------|--------|
| nineteen | ninety |
|----------|--------|

(Parrish, B., Fall 2020, ESL 8160 01, *Pronunciation of numbers*, Lesson 4.4).

5. In the second video, describe the technique used by the instructor to help her student understand which words should be emphasized in sentences?
6. In a sentence, which types of words receive emphasis and which don't? (You may name parts of speech or give examples of words.)

## Sentence stress: Identifying Content and Function Words

In this example from an academic listening and speaking text, learners review a passage from the unit lecture, mark the sentence stress, and then practice with a partner. The theme of the unit is Ecology.

Teacher says: Listen to the following passage from the lecture and mark the words that have the most stress or emphasis.

*Let's look at regulation over these longer cycles. The fluctuations in populations are within bounds and they form regular cycles that are oscillations over time. They may exhibit peaks and lows every ten years. Who's heard jokes or seen pictures about lemmings jumping over cliffs? Because lemmings would fall off cliffs in tremendous numbers, they were called "suicide marches" to the sea. Lemmings do exhibit a real population cycle, where they have a peak about every three or four years. What are the causes of these fluctuations? Is it some density dependence within this population, or maybe density-dependent factors outside this population like predators or food?*

With your partner, write some examples of the stressed content words and the small, unstressed words in the table below:

| <b>Words that carry the most meaning</b><br>(for example, nouns, verbs, adjectives, adverbs) | <b>Small words that carry less meaning</b><br>(for example, prepositions, pronouns, auxiliary verbs) |
|--|--|
| <i>regulation</i><br><i>stability</i>  | <i>in, about</i><br><i>we</i><br><i>have</i><br><i>some</i>  |

Practicing Sentence Stress

Take turns reading this passage with emphasis on the content words. Have your partner mark the passage with the words you stressed to see if you are putting enough emphasis on the key words.

*What we've looked at so far doesn't reflect what often happens in an ecosystem, which is that we might see a population that goes into exponential growth, and then it gets hit by a limitation in food, water, clean air or simply some catastrophe like a flood or blizzard or whatever... then it might decrease the population. Then it'll start going into exponential growth again. It may get knocked down by a bad summer ....then it may go into exponential growth and so on... so what you end up with is erratic pattern, rather than what we see with the logistic pattern I talked about earlier where a population stabilizes around some, carrying capacity.*

(Parrish, B., Fall 2020, ESL 8160 01, *Identifying content and function words*, Lesson 4.4).

## **Appendix P**

### Speech Rate, Rhythm, and Intonation Videos

<https://www.youtube.com/watch?v=G3NBI9i949E>

<https://www.youtube.com/watch?v=4DKPfAfVzml>

(Pronunciation Pro., 2017, January).

## Appendix Q

### Thought Groups

#### **Listen for the pauses where thought groups are marked**

In 2007 / Professor Muhammad Yunus / the founder of Grameen Bank and its Managing Director / was awarded the prestigious Nobel Peace Prize. / What is the connection between his work in microcredit / and world peace? Today / we'll be looking at the ways in which providing credit / to the very poorest individuals / can fight poverty / and in turn / provide more security / for a country. / We'll see that micro-credit / or micro-financing / can be a powerful weapon against poverty / and can serve as a catalyst / to socio-economic well-being / for millions / in developing countries

<https://drive.google.com/file/d/11jpEgEkF56WcxKrPzawXR5iDC1VcoqMh/view?usp=sharing>

**Read the following paragraph to yourself or aloud and mark thought groups with (/). Then we will listen to the audio. Check to see if you put your slash marks where you hear the pauses.**

Professor Yunus's work began in his home country of Bangladesh in 1976. That's when he started the Grameen Bank Project. Grameen means 'village' or 'rural' in the Bangla language. He witnessed terrible exploitation of rural poor by money lenders, which he hoped this project might eliminate. He also had a vision for providing employment for the millions of unemployed in rural Bangladesh. As in most countries around the world, the poorest of the poor were kept out of the banking systems and had no way to obtain loans. After all, how could the poor be reliable borrowers who could repay loans. They had no credit history, no assets, no property, no collateral. Central to Professor Yunus' work is his belief that the poor are "credit-worthy". Following a number of successful pilot projects in the late 1970's, the Grameen Bank Project was designated an independent bank by government legislation in 1983.

[https://drive.google.com/file/d/1bhUexTAGF8WtlNTEjvERiHB\\_9p-qHxuw/view?usp=sharing](https://drive.google.com/file/d/1bhUexTAGF8WtlNTEjvERiHB_9p-qHxuw/view?usp=sharing)

(Parrish, B., Fall 2020, lesson 5.2)



## Appendix R

### Intonation & Meaning: Watch & Listen

These clips (Parrish, B., Fall 2020, lesson 5.3) give examples of rising and falling intonations and pitch and how these speech patterns are used to express different meanings and emotions.

<https://voicethread.com/myvoice/thread/7623405/41153331/42267166>

<https://voicethread.com/myvoice/thread/7623405/41153333/42267276>

<https://voicethread.com/myvoice/thread/7623405/41153334/42267299>

<https://voicethread.com/myvoice/thread/7623405/41153335/42267381>

<https://voicethread.com/myvoice/thread/7623405/41153336/42267408>

<https://voicethread.com/myvoice/thread/7623405/41153337/42267434>

<https://voicethread.com/myvoice/thread/7623405/41153338/42267452>

<https://voicethread.com/myvoice/thread/7623405/41153339/42267518>

<https://voicethread.com/myvoice/thread/7623405/41153340/42261941>

<https://voicethread.com/myvoice/thread/7623405/41153341/42267561>

<https://voicethread.com/myvoice/thread/7623405/41153342/42262088>

<https://voicethread.com/myvoice/thread/7623405/41159000/42268035>

## Appendix S

### Marking Intonation Patterns

Mark the intonation patterns based on the emotion or whether it's a statement or question. Question: Now?

Command: Now!

Statement: She's gone.

Question: She's gone?

Perfunctory: Great

Enthusiasm: Great

Sarcasm: Great

Certainty: We have homework tonight.

Uncertainty: We have homework tonight?

## **Appendix T**

### Interview Questions for Sociocultural Awareness

Brainstorm 10 possible interview questions that you think would be of interest to your students. As you write the questions, please keep your class's proficiency level in mind. Also, remember that the interview subjects are native or proficient English speakers who have been in the United States for at least a decade.

## Appendix U

### Post-workshop Questionnaire

#### Knowledge

##### Self-Rating

*Please rate your background knowledge by matching the appropriate letter to each statement below.*

- a. - I am not familiar with this topic
- b. - I have heard about this topic
- c.- I have a basic background knowledge on this topic
- d.- I have a moderate background - would be able to provide details to someone else
- e. -I have a strong background - would be able to explain in depth to someone else
- f. - I consider myself highly knowledgeable on this topic and would be able to teach someone else

\_\_\_\_\_ 1. Knowledge of how adult ESL students learn and develop speaking skills

\_\_\_\_\_ 2. Knowledge of the general stages of oral language development in adults learning an L2

\_\_\_\_\_ 3. Knowledge of how certain personality traits, such as low motivation, high anxiety, and general reticence may impact willingness to engage in oral production, and which speaking activities and teaching styles usually work well for such learners

\_\_\_\_\_ 4. Knowledge of how a learner's home culture and the teaching styles of that country may impact the student's willingness to speak in class

#### Short Answers

1. What affective traits or behaviors—such as hesitancy, fear, anxiety, excitement—have you noticed in your learners as they engage in classroom speaking activities, such as pair or group work or individual presentations in front of the class? What do you think is the cause? How may the general classroom environment, including teaching style and peer interaction, play a role in any of the affective traits or behaviors cited?

2. Are you aware of some effective instructional methods, activities, or practices that help adult ELLs gain oral proficiency skills? If yes, name and describe one or

two of them, trying to be as specific as possible.

3. Do you (or the program's administrators) specifically assess speaking, both for placement and to measure skill development throughout the semester, the way you would assess other skills, such as listening, grammar, reading, and writing? If you do not, please explain why. *If you answered "no" on the first survey, do you now plan to start assessing speaking?*

**Reflection questions**

1. What are your plans going forward to develop your speaking pedagogy?
2. What are some challenges that may impact your goal?
3. What is your biggest take-away from this workshop?
4. Was anything not covered that you thought should have been?

(Fenner & Segota, 2014)