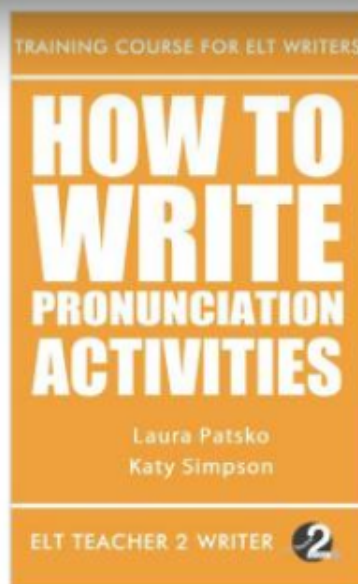


How to Write Pronunciation Activities

Laura Patsko and Katy Simpson
ELT Teacher 2 Writer, 2019
93 pages
ASIN: B079ZWD9JD



How to Write Pronunciation Activities by Laura Patsko and Katy Simpson is an essential handbook for creating pronunciation activities. As it's a slim volume with ample ideas and additional suggested resources, it's going to have a regular place in my book bag. I have always found pronunciation to be the most challenging aspect of English, from both the teaching and learning perspectives, and this book illuminates how it can also be rewarding and fun.

As 80 per cent of English interactions take place between non-native speakers, *How to Write Pronunciation Activities* focuses on English as a lingua franca. The goal of pronunciation activities is not to guide learners to a native-sounding accent, but to facilitate communication in international contexts. To that end, pronunciation includes reading, writing and listening activities. It all works together, of course. Further, it is a task of teachers and learners to experience a variety of global accents, and for teachers to provide learners with the principles they need to understand them.

The list of questions to ask ourselves before writing pronunciation activities has helped me gain clarity on how learners will experience the activity, as well as how the activity fits into the whole of the lesson, course and learning context. That kind of contextual thinking stands out in this book. Lessons can reference and build on previous ones. Learners can record themselves speaking at the start of a course and at regular intervals, to provide their own reference points. They can record videos for lower-level students, creating shared-learning reference tools. The decision about whether to use phonetic symbols can be based on how they fit into the learning context of a course with that group of learners. Do they provide a useful and illuminating shorthand in that context or not?

I started using this text when first reading it, as I changed my view of pronunciation and how to create lessons. My biggest takeaway is that pronunciation learning is happening all the time. We need pronunciation activities, and this text is clear on how to create strong ones. However, I also find it helpful, as well as more enjoyable and less stressful, to think of teaching and learning pronunciation in a more holistic and interactive way.

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