Integrating Pronunciation with Vocabulary Skills

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As an English as a second language instructor, I have experienced on several occasions in many different levels and types of classes that moment when a student is asking me a question or making a point, and there is one word that I just can't understand. We've all experienced this, so we know how important it is for our students to be understood not only in their classrooms but also at work and in the community. Providing pronunciation instruction in conjunction with vocabulary-focused learning activities is beneficial for our students' aural and oral interactions.

An important factor in learning vocabulary is focusing on intelligible pronunciation. Gilbert (2008) states that "English language learners tend to ignore stress when they learn vocabulary. And failure to learn the stress of new words often leads to an inability to recognize those words in spoken form" (p. 14). Without learning correct pronunciation of words and phrases, individuals can easily be misunderstood when speaking or can misunderstand the messages others are trying to convey to them. Pronunciation instruction gives students the opportunity to understand patterns associated with spoken English, such as patterns indicating word stress. By integrating pronunciation and vocabulary in the classroom, we help students develop a better awareness about these patterns and the ability to apply this knowledge as they are exposed to new words and expressions. When learning new words, there are several pronunciation features that should be incorporated in the learning process: word stress, vowel and consonant sounds, and word endings. When learning word combinations, including phrasal verbs, collocations, and idioms, understanding pronunciation features such as thought groups, rhythm, linking, and intonation is essential. This chapter further explains the importance of the incorporation of pronunciation instruction in vocabulary learning and provides examples of how to do this and resources that can be used in the teaching and learning of vocabulary and pronunciation.

Pronunciation and Words

Teaching and learning new vocabulary has traditionally focused primarily on the definitions and parts of speech, but pronunciation is clearly an important factor in learning new words. Thus, teachers should facilitate this learning by not only explaining definitions but also demonstrating the pronunciation of these words. In reference to the latter, wouldn't it be better to provide students with tools to facilitate intelligible pronunciation instead of just focusing on having students repeat after the teacher or dictionary recording? Word stress, vowel and consonant sounds, and word endings are pronunciation features that are relevant to teaching and learning new vocabulary.
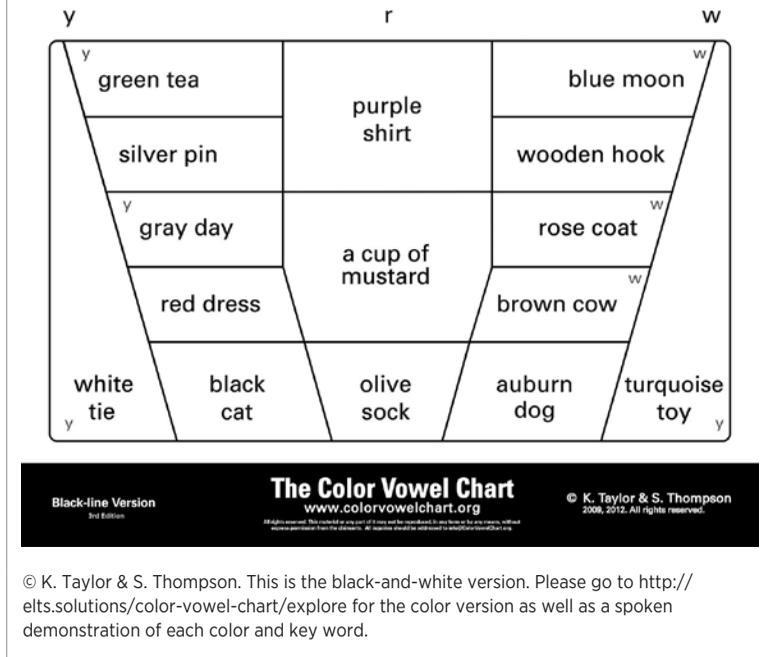
Word Stress and Vowel Sounds

The Prosody Pyramid, developed by Gilbert (2008) to represent the English prosodic system, emphasizes the various interdependent levels of pronunciation: thought groups, focus word, stress, and peak syllable, which makes the rhythm of the English language. To facilitate the clear pronunciation of new vocabulary and avoid miscommunication in extended discourse, students need to have an understanding of how to pronounce the peak vowel sound clearly in the stressed syllable of a word, such as the /eɪ/ sound in infor**ma**tion, and understand the other syllables in this word have reduced vowel sounds.

One technique to help students learn the vowel sounds is to associate each vowel sound with a specific word. All dictionaries include key words such as *hot* and *father* to demonstrate the /ɑ/ sound. However, those words are sometimes difficult to remember (especially for students at lower levels) and to reference when discussing the pronunciation of words. The Color Vowel™ Chart (Figure 1), a visual aid developed by Taylor and Thompson (1999/2015), connects the vowel sounds of English to key words and phrases and provides a shorthand for teachers and learners to talk about pronunciation with ease. This tool can be introduced to students even at the lowest levels and used throughout the class or program to focus learners' attention on the stressed vowel sounds in new words, thus helping them hear the stress that establishes the rhythmical patterns of spoken English. Students are introduced not only to the sounds but also to the positions of the sounds because the chart shape represents the mouth to show the sounds in relation to whether the sound is pronounced in the front, central part, or back of the mouth and whether the jaw is high or low.

Taylor and Thompson (n.d.) provide sample lessons to introduce the Color Vowel™ Chart at different levels. At lower levels, teachers can introduce a few sounds at a time. The purpose of this introductory lesson is to focus learners' attention on the stressed vowel sound of the words in the Color Vowel™ Chart and to develop the

Figure 1   The Color Vowel™ Chart

green tea | purple shirt | blue moon
silver pin | | wooden hook
gray day | a cup of mustard | rose coat
red dress | | brown cow
white tie | black cat | olive sock | auburn dog | turquoise toy

The Color Vowel Chart
www.colorvowelchart.org

Black-line Version
3rd Edition

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connection between the sound and the color representing that sound. Learners can then transfer that knowledge to focusing on and discussing more easily the stressed vowel of new words and the peak vowel of phrases. To introduce the Color Vowel™ Chart at higher levels, a discovery activity can be done to help students determine where the vowels should be located on a blank chart. For example, students can clearly feel which vowels are pronounced with a more open mouth by placing their hands under their jaws while saying different vowel sounds. Moreover, they can use a lollipop or tongue depressor to determine whether the tongue moves to the front or the back of the mouth, which designates whether the sound is a front, central, or back vowel sound. Once students have completed the chart, the Color Vowel™ Chart can be introduced with a clearer understanding of why the chart is shaped as it is.

As students learn new words, referencing the Color Vowel™ Chart provides a common connection for the whole class when discussing vowel sounds. It's much easier to refer to the color GREEN when discussing the vowel pronunciation in *f**ee**l* or in the stressed syllable of *interv**e**ne* rather than just saying the sound /i/. Some common vowel mispronunciations include distinguishing between /i/ and /ɪ/. For instance, students often confuse the verbs *l**ea**ve* (GREEN) and *l**i**ve* (SILVER for the verb). Since these words are confused because they are similar in pronunciation, it would be beneficial to emphasize the difference in the vowel sounds and hopefully prevent

future misusage because the pronunciation of these words was emphasized along with the differences in meaning. If students learn to associate /i/ with GREEN and /ɪ/ with SILVER, they should be able to better distinguish what they hear and what they are trying to say with more ease. There are various ways that students can demonstrate their understanding of vowel sounds using the colors. The teacher can review words with a vowel sound underlined, and students can say what color sound it is, write the color down, or match that word with the appropriate color word. For the latter, the words can be written on index cards and students can place the words under the index card of the color word that has that same sound. Taylor and Thompson (n.d.) have also suggested using wall charts or student notebooks to list which words or stressed syllables of words have the same vowel sounds as the colors. Additional ideas and resources can be found at http://elts.solutions/color-vowel-chart.

As students learn the word stress of more complex words, they can become confused because the word stress can change as the words change in form. For example, *psyCHOlogy* and *psychoLOgical* are stressed differently, which in turn changes the pronunciation of the vowel sounds. The first *o* in *psyCH**O**logy* is stressed because it precedes the suffix –*logy*, but that same *o* changes to a schwa sound in *psych**o**L**O**gical*, and the second *o* is stressed because it precedes the suffix –*ical*. This is a shift in word stress, which is related to the suffix in each word. As teachers introduce new vocabulary, they should incorporate activities in which students investigate other word forms and shifts in word stress. A fun way for students to demonstrate the word stress is to say the word and stand up only for the stressed syllable. See Chapter 2 for more information and activities regarding word stress in word forms and Chapter 10 for suggestions for increasing the phonemic awareness of students as they learn to read.

The Schwa Sound

One important vowel sound is the schwa sound because every vowel and many vowel combinations can be reduced to the unstressed schwa sound /ə/, and this vowel reduction is a key to facilitating word stress and the rhythm of American English. It is important to note that this sound can also be a stressed vowel sound /ʌ/, especially in single-syllable words such as *but* and *love*, but the sound primarily functions as a reduced vowel sound in many prefixes, suffixes, multisyllabic words, and function words.

Students often have trouble recognizing the schwa sound and understanding what it sounds like. I have found a simple and humorous way to explain how this sound is made. I explain to my students that it is the sound a person typically makes when that person is hit in the stomach. As I physically demonstrate this, students are either shocked or amused, but they do remember. This is a sound that a teacher does not want to overemphasize in a word because that would interfere with the word stress,

so the symbolic fist to the stomach can help students recall what sound needs to be used.

Consonants

In addition to vowel sounds, teachers can also focus on correct pronunciation of consonants and especially word endings of vocabulary being learned. Common pronunciation errors include the dropping of the final consonant sound of words or the mispronunciation of consonants and consonant clusters, especially for those consonants that have different pronunciations.

/g/ in **g**irl and /dʒ/ in **g**iraffe

/tʃ/ in **ch**ange, /k/ in stoma**ch**, and /ʃ/ in ma**ch**ine

/ft/ in lau**ght**er and /t/ in bou**ght**

Some consonant errors may not interfere too much with communication, but they could interrupt the communication as the listener thinks about what is actually trying to be conveyed in the conversation. As teachers discuss new words, exceptions to the typical pronunciation for consonants should be emphasized and demonstrated. Students could focus on a particular consonant and its various sounds either by brainstorming words with that consonant and categorizing those words by the sound of the consonant (higher level) or by sorting a set of vocabulary words with that consonant by sound (lower level). To incorporate meaning and pronunciation, students can create sentences, poems, or stories either individually or in groups to share orally with the rest of the class. A general activity that incorporates vocabulary and pronunciation involves giving oral homework such as having students read and record the sentences they created using new vocabulary words or words that they personally have difficulty pronouncing. Other examples of oral homework include tasks that relate to the theme of learning modules such as reading a poem or script, role-playing a situation, and stating an opinion (Mendez, 2010). Mendez (2010) also provides guidance and step-by-step instructions on how to implement oral assignments. Additionally, some oral assignments can be interactive, such as decision-making or problem-solving group discussions. One example is to determine from tourist information how and where to spend a day off or vacation as a group (Mendez, 2010).

Understanding the difference between voiced and voiceless sounds will help students better master the pronunciation of consonants and word endings. One common technique used by instructors to determine if a consonant is voiced is to have students touch their necks and feel for a vibration in their vocal chords. Another way is to have students clasp their hands over their ears and hear the vibration (Grant, 2010). For example, distinguishing the difference in pronunciation between *life*

(WHITE) and *live* (SILVER), which are often confused in usage, can be explained by stating that the two consonant sounds /f/ and /v/ are made in virtually the same way except that the /v/ includes a vibration when making the sound. Additionally, the vowel sounds in these two words are also different, as noted. Interestingly, some minimal pairs, contrasting in voiced and voiceless consonants, appear to have the same vowel sound, such as *leaf* and *leave*. However, the vowel sound is not exactly the same. Both vowel sounds are /i/ (GREEN), but the vowel sound before the voiced consonant /v/ is longer.

Websites can be used to help students distinguish and practice consonant and vowel sounds. The University of Iowa, in association with Grant's (2010) *Well Said* textbook, has a website and app that demonstrate how vowel and consonant sounds are produced (see http://soundsofspeech.uiowa.edu). Another website listed in the resources at the end of this chapter focuses on the pronunciation of diphthongs and triphthongs. Pronunciation software such as Pronunciation Power 1 and 2 (English Computerized Learning, n.d.) and Ellis Master Pronunciation (Pearson Education, 2015) are available for larger programs that provide computer-assisted language learning.

Exercises/Resources for Word Stress and Sounds in Words

Word stress and sounds are the basis of spoken vocabulary, and effective use of these pronunciation features ensures comprehensibility. Providing students with tools such as the Color Vowel™ Chart and explaining guidelines in understanding patterns in stress and sound production are beneficial instructional techniques for student learning. Brown (1994) states that "written English typically utilizes a greater variety of lexical items than spoken conversational English . . . because writing allows the writer more processing time" (p. 290). To transfer the vocabulary used in writing into learners' conversational English, learners need to develop the spoken aspects of the vocabulary as they are exposed to these words in reading and writing activities. One example is reading texts or their own written work out loud, which gives learners some practice in exploring the pronunciation features of new words and expressions as well as an opportunity for teachers to assist in correcting pronunciation errors. The following subsections present additional ways to integrate pronunciation (sounds and word stress) instruction with vocabulary skills.

WORD FAMILIES

At lower levels, students can benefit from associating vocabulary with pronunciation by using word families such as *CAT—bat, fat, hat, mat, pat, rat, sat*. Learning is enhanced when students can associate newly learned words with something that they have already learned. For example, if students learned about the /æ/ sound and

the words *BLACK **CAT*** from the Color Vowel™ Chart, then they could focus on this sound by learning other words that have that sound. Connecting the sound to *cat* and then to other words ending in *–at* provide a word family that reinforces learners' understanding of this sound. Games incorporating one or more word families that help students focus on meaning and pronunciation can be created. For example, a simple board game could incorporate words and pictures in which a student would have to move to the corresponding picture for the word that she landed on. If the student lands on a picture, then she could move one space ahead if she says the word correctly.

Another example is a memory matching game in which students turn two cards over at a time and try to match the picture that represents the word. This matching game can incorporate a speaking component to help students practice speaking and listening to these minimal pairs such as *cat*, *bat*, *hat*, and so on. Thus, the student would not get the match unless he could say the word correctly. For words such as *pat* and *sat* that are difficult to exemplify in pictures, a variation of the matching could focus on matching words that belong to the same word family, such as matching *pat-sat* or *dish-fish*.

VOCABULARY SETS FOR LIFE SKILLS AND CONTENT-BASED LEARNING

Vocabulary sets are not learned in isolation. Instructors tend to incorporate vocabulary sets in association with particular life skills or content-based learning. For example, students learn numbers in adult ESL classes so that they can provide important personal numbers, write checks, follow recipes, and understand how much something costs. Understanding numbers is also needed in mathematics and history courses. These essential vocabulary words need to be understood and spoken intelligibly, so learning the pronunciation of numbers is just as important as learning and using the numbers (e.g., **six<u>teen</u>** vs. **s<u>ix</u>***ty*; see Chapter 8). Additional examples of pronunciation associated with particular vocabulary sets follows. Second language learners usually learn the vocabulary that is associated with the calendar. As students learn the days of the week, they can practice the pattern of stressing the first syllable in each word. However, when they learn the months of the year, they need to also focus on how many syllables the month has and which one is stressed, for example, distinguishing the stress rule for three-syllable months such as *Nov<u>em</u>ber* from the varied stress patterns for two-syllable months such as ***<u>A</u>****pril* and *Ju***<u>ly</u>***.

Learning new vocabulary is often associated with specific areas of study such as geography and history. Words can include proper names that are associated with a particular subject of study, such as learning the U.S. states or the names of U.S. presidents. As students learn these names, they can additionally focus on peak vowel sounds and word stress. Henry (1999) provides picture/pronunciation cards

Table 1 Example of Stress Patterns Chart for Student Exercise		
— °	— ° °	° — °
Nixon	**Wa**shington	No**vem**ber
Carter	**Ke**nnedy	De**cem**ber
April		
August		

of states and presidents that are used in a matching game that focuses on primary and secondary stress. Students turn over the cards and read the names under the pictures, and then they must match the stress patterns of the vocabulary. For example, **Wa**shington and **Ke**nnedy match the stress pattern of three syllables with the first syllable stressed. This stress pattern can be designated by a long bar for the stressed syllable and dots for the reduced syllables: — ° ° (Grant, 2010). Additionally, students can list or group together those words that have the same stress pattern as demonstrated in Table 1.

VOCABULARY IN CONTEXT

The pronunciation of some words primarily depends on how they are used in context. For example, many words function as both nouns and verbs. Some have the same pronunciation, such as *__an__swer*, but others change in word stress and vowel sounds depending on whether the word is used as a noun or a verb, such as *present* and *record*. Grant's (2010) textbook includes a list of two-syllable noun-verb pairs with and without stress shift. As students learn these word pairs and use them verbally, pronunciation is key to the distinction between the two parts of speech. The teacher can say a word and students can signify whether they heard the noun or the verb by holding up an index card that has *noun* written on one side and *verb* on the other. This response can also be done more discreetly with software such as LANschool (www.lanschool.com), ReLANpro (www.relanpro-usa.com), or Socrative (www.soc rative.com). Another exercise involves a student practicing saying a word in a pair or group while the partner or group members designate which part of speech is used. Afterward, they could create sentences using the words to share orally with the class.

HOMOPHONES AND WORDS COMMONLY CONFUSED

Homophones with the same sound present confusion for some students, as often evidenced in student writing that includes errors in using *there*, *their*, and *they're*. Thus, explaining how these homophones have the same pronunciation but different

Table 2 Model of Speaking Exercise Using Similar Words	
T: Name one **effect** of a poor economy on society.	T: Explain one way a poor economy **affects** society.
S1: A decrease in spending is one **effect**.	S1: A poor economy **affects** how people spend money.
S2: One **effect** is an increase in unemployment.	S2: People's jobs **are affected** by a poor economy.
T: What could you use **cloths** for?	T: Describe your favorite **clothes**.
S1: I can use **cloths** to clean up a mess.	S1: Faded blue jeans are my favorite **clothes** to wear.
S2: I use **cloths** to dust my furniture.	S2: My favorite **clothes** are blue like this blue shirt.

spellings and meanings can help students pay more attention to which word they actually want to use in their writing (also see Chapter 12). Additionally, students confuse some words that are somewhat similar in spelling and pronunciation, such as *effect-affect* and *cloths-clothes*. If students understand the different pronunciations and how spelling influences that pronunciation, then these words may be less confusing when they are writing them. An example exercise is a round robin conversation activity in which students respond to a teacher-generated prompt and use the highlighted word in their responses. Table 2 presents two pairs of prompts with student responses for each. This activity emphasizes both meaning and pronunciation. When students have exhausted their responses, a new prompt can be chosen.

WORD FORMS

Brown (1994) discusses techniques for learners to guess the meaning of vocabulary in context by which they analyze what they know about the prefixes, suffixes, and roots of the words. To use this technique, students must first learn the meanings of these words, and when doing this in class, wouldn't it also be beneficial to focus on how the affixes affect word stress? In English for academic purposes courses, students learn vocabulary from Coxhead's (2000) Academic Word List (AWL). As they learn these new words, they can expand their vocabulary by learning the additional word forms (which are available in the sublists maintained by Victoria University of Wellington, New Zealand, 2010). Students can note the stressed syllable and relate its sound to the color from the Color Vowel™ Chart and then use the words orally. An example of a speaking activity is using the vocabulary words in questions to be discussed and answered in groups. For example, after learning the word stress of AWL words, students

could discuss teacher-generated questions that incorporate several words and then present their answers orally to the rest of the class. Students at higher levels could create questions, but these would need to be vetted by the teacher before completing the speaking activity. A variation of this activity can be used as a competitive review session in which student-generated questions are posed to teams by a group of student judges. The judges will determine if a response is accurate before awarding points to a team.

Here are a few examples of teacher-generated questions using words from Sublist 1:

- What are some **benefits** of **assessment**?

- What are some **factors** that **create** an **economic crisis**?

- What are some **significant issues** in the Washington, D.C., **area**?

As students learn any new word, they should also consider alternate forms of the word. One way to do this is to incorporate an activity to see what they know. For example, groups can list the word forms of selective vocabulary words and underline the word stress. For a more challenging exercise, they can designate any change in word stress and determine if there are any patterns in word stress. For instance, the following words have the same primary stress: *congratulate, congratulated, congratulating*, but there is a change in stress for *congratulation*. Another example is that *psychology* and *psychologist* have the same primary stress, but *psychological* and *psychologically* have a different primary stress from the first two words. Syllables before suffixes such as *–logy, –graphy,* and those beginning with *i* such as *–ion, –ical, –ically,* are stressed. Grant's (2010) textbook lists suffixes and the word stress guidelines associated with those suffixes. Taylor and Thompson (n.d.) advise, "when teaching word forms, draw students' attention to the color of the stressed syllable in one form of the word and compare it to the color of its related forms . . . *photograph* (ROSE) *photographer* (OLIVE) *photographic* (BLACK)" (p. 4).

Fill-in-the-blank vocabulary exercises focusing on meaning and parts of speech can also focus on pronunciation by orally checking the responses and emphasizing the changes in word stress. For additional pronunciation focus, students could stretch a rubber band on the stressed syllable as they say the correct term for the fill-in-the-blank exercise.

Please see Chapter 2 for more information and activities regarding word forms and AWL words. Chapter 8 also focuses on word forms regarding word stress in adjectives and adverbs.

Example: Write the word forms that exist for each word. Then use the correct word form in the sentences.

VERB	NOUN	ADJECTIVE	ADVERB
coordinate			
maintain			

1. Students need to _____ a good grade point average.

2. She is the _____ of the project, so you should contact her.

3. He has good hand-eye _____, so he plays sports well.

4. The swimming pool is closed in August for regular _____.

5. Let's _____ our efforts to get this resolved.

6. Her twins often wear _____ outfits.

Word Combinations

Lewis (2002) points out that vocabulary teaching that focuses on collocations or the co-text that often appears with the words being learned is more effective in language teaching than teaching the words out of context. Thus, learning phrasal verbs, collocations, and idiomatic expressions improves vocabulary knowledge. To expand and reinforce this knowledge for listening and speaking competence, pronunciation aspects related to these small thought groups should also be practiced. For example, stress of content words, reduction of function words, linking, and prominence should be examined when looking at the words as a whole group, especially if the typical word combinations are separated by other words. The pronunciation focus on these thought groups highlights the word combinations in meaningful contexts that facilitate long-term memory and practical use. The following subsections highlight activities and resources that incorporate pronunciation instruction with word combinations.

Poly Words and Phrasal Verbs

Lewis (2002) categorizes poly words as short phrases that have a meaning associated with the group of words, and these words are typically included in dictionaries. Some examples are *on the other hand*, *by the way*, *all at once*, and phrasal verbs such as *take over* and *put off*. As students learn these phrases or short thought groups, they should also learn the rhythm and linking of the phrase. For instance, with *all at*

once, *all* and *once* are stressed words, but *all* would be longer and higher in pitch as the focus word. The word *at* is reduced to /ət/ instead of /æt/, and there is linking between *all* and *at*: /ɔlət/. Visual representations of the pronunciation should also be introduced. For example, the teacher can use larger letters for content words to focus on stress and smaller letters for reduced sounds and words. Additionally, linking of words can be represented with a line connecting the words, and the teacher can demonstrate how the words are said without linking and then with linking. These visual representations are very useful for lower levels since metalanguage discussions are difficult. Using these expressions in oral communication is the most beneficial practice. Cohen (2011) discusses how the repeated reading method and reader's theater could improve student fluency and rhythm. Dialogues that incorporate these common expressions could be orally read several times (Cohen recommends four times) to not only explore the vocabulary contextually but also improve on the pronunciation of these expressions.

The word stress of phrasal verbs such as *take out* and *drop off* is typically on the particle following the verb, but there are other pronunciation patterns. Hahn and Dickerson (1999) indicate that there are three patterns that are dependent on the particle used and the position of the verb: (1) stress the particle, as in *take **o**ver*; (2) stress the verb, as in *l**i**sten to*; and (3) stress the first particle, as in *look **for**ward to*. When discussing some phrasal verbs, it is beneficial to also discuss the noun form and its stress, such as ***hand**out* (noun) and *hand **out*** (verb). For meaningful practice of some phrasal verbs, the instructor can provide a list of phrasal verbs with the same verb and different particles, such as *take **out***, *take **off***, and *take **in***. Students could record these words in sentences and emphasize in their pronunciation of the phrasal verbs that the particle is what distinguishes one phrase and its meaning from the others. Recorded sentences could be self-assessed for pronunciation and/or assessed by the instructor for pronunciation and meaning. Students at higher levels could practice by generating a story with a set of phrasal verbs. A different list could be given to each group and the stories shared with the class. Lists could be categorized by verb or stress pattern. Chapter 8 provides more information and activities regarding phrasal verbs.

Collocations

Collocations are sometimes included in dictionary definitions and/or can be searched in specific collocation dictionaries such as the *Oxford Collocation Dictionary Online for Advanced Learners* (n.d.). Alves, Berman, and Gonzales (2012) created the Word Combination Card, which provides key academic collocations related to high-frequency nouns and verbs, main points in writing (topic sentences and thesis statements), sentence starters, patterns of organization, and selected topics (e.g.,

business and finance, science and technology). As students use the collocation dictionary or the Word Combination Card to see what words are often associated with certain nouns and verbs, they can ascertain which words are emphasized and which are reduced. Additionally, they can determine which words can link together (e.g., *brief encounter* /bri **fɪn** kaʊn tər/, *close encounter* /kloʊ **sɪn** kaʊn tər/).

Lewis (2002) defines collocations as poly words that co-occur either through free, novel associations or fixed, institutionalized associations. Institutionalized collocations or common expressions include phrases such as *Sorry to interrupt, but could I just say . . .* and *Just a moment, please* (Lewis, 2002). Students can determine that *moment* is the focus word, and the vowel sound /oʊ/ (ROSE) is longer and higher in pitch. Additionally, they can determine that *just* and *a* are not only reduced but also linked together: /dʒəstə/. Institutionalized collocations could be introduced as targeted vocabulary that students are required to incorporate in their group discussion or speaking activity. Actually, many speaking textbooks already include targeted expressions for each unit. If students are learning how to use these expressions, then they should learn how to correctly pronounce them. This metacognitive focus on pronunciation should increase students' retention of the correct pronunciation more than just rote repetition.

Collocation pronunciation practice can reinforce how students verbally use various collocations for a word. For example, students can play a round robin game in groups or as a class. The group selects a word and one student needs to use a collocation with that word in a sentence. The next person uses the same word in a different collocation. Collocations can be provided or not, depending on whether students are practicing with newly learned vocabulary or reviewing what they should have already learned. This exercise focuses on meaning and pronunciation. In particular, the collocation would likely be uttered as one thought group that incorporates word stress of content words, linking between words, and emphasis on the focus word of the thought group. The teacher can monitor correct pronunciation and usage if the class is small or if the teacher works with one group at a time while the other groups of students are independently doing other tasks as part of a multi-group rotation activity. A review activity for higher levels includes dividing the class into two teams and one group of three judges. The teams can compete on how many collocations for a word they can come up with, and the judges would determine the correctness in usage and pronunciation.

Idiomatic Expressions

Idioms can be taught as thought groups with linking; for example, *cut it out* is pronounced as one thought group that is linked together so that it sounds like one word: /kʌtɪtaʊt/. Another example of linking ending consonants with vowels in the next

word is *a man of his word*: /ə mænəvɪz wɚd/. *A heart to heart talk* / ə hartə hartɔlk/ is another idiom that reduces function words with a schwa sound: *a* and *to*. However, the linking between the words is different because the ending sound of one word is the same sound as the initial sound of the next word, so /t/ is only pronounced once between the words. Typically, groups of idioms are taught by topic, so multiple idioms can be used by students to create short dialogues, stories, or lyrics, which can be marked for dividing thought groups with a slash mark (/) and designating words that can be linked in a thought group with a line between the words (_). Afterward, the student work can be shared orally with the class.

Conclusion

Teaching pronunciation in association with teaching vocabulary is essential for second language acquisition in terms of improving learners' speaking and listening skills and communicative competence. As students learn new words, they should learn the pronunciation of each word in addition to learning the definition(s) and spelling for each word. To facilitate this, pronunciation features should be taught to establish a foundation in understanding how a word or expression is pronounced. These features include guidelines for determining correct pronunciation of word stress, vowel and consonant sounds, thought groups, rhythm, and linking. The various activities and resources in this chapter are presented to provide some ways that pronunciation can be incorporated with vocabulary skills. Many of these activities can be used at varying degrees with children or adults as well as with different levels. Incorporating pronunciation activities such as those discussed in this chapter with vocabulary instruction provides a much richer learning experience for students and enhances their oral usage of words and expressions. To sum up, even though vocabulary may often be taught in association with reading, it is important that the oral use of the words be incorporated in the learning experience to improve oral/aural communication. Thus, learning guidelines for correct pronunciation provides second language learners with the tools to say words more accurately and fluently. To facilitate this, pronunciation-related posters such as Taylor and Thompson's Color Vowel™ Chart and accompanying student-generated word charts and/or Gilbert's (2008) Prosody Pyramid could be used as a visual reinforcement for students and quick references for teachers.

Resources

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