

**2025 NEAS CONFERENCE**

Aerial UTS Function Centre - Sydney



# Empowering EAL Learners – Pathways into the Real World

*Zoe Repse/Lambreas, Swinburne University*

## Pathways to Belonging

Our Role in Building Communities

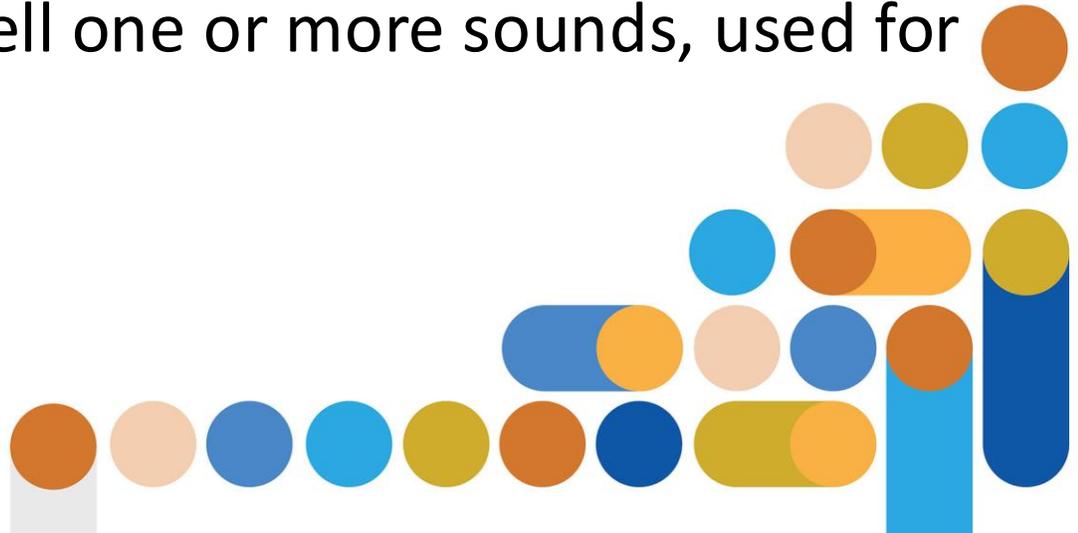
22-23 MAY  
2025

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# Glossary

- Phonetics = studying how **speech sounds** are made and used
- Phoneme = a **sound you hear** (single, double or triple sounds)
  
- Phonics = process of learning to read by matching written letters to sounds
- Grapheme = smallest unit of writing that spells one sound
- Phonogram = a written letters that can spell one or more sounds, used for different words



# Overview

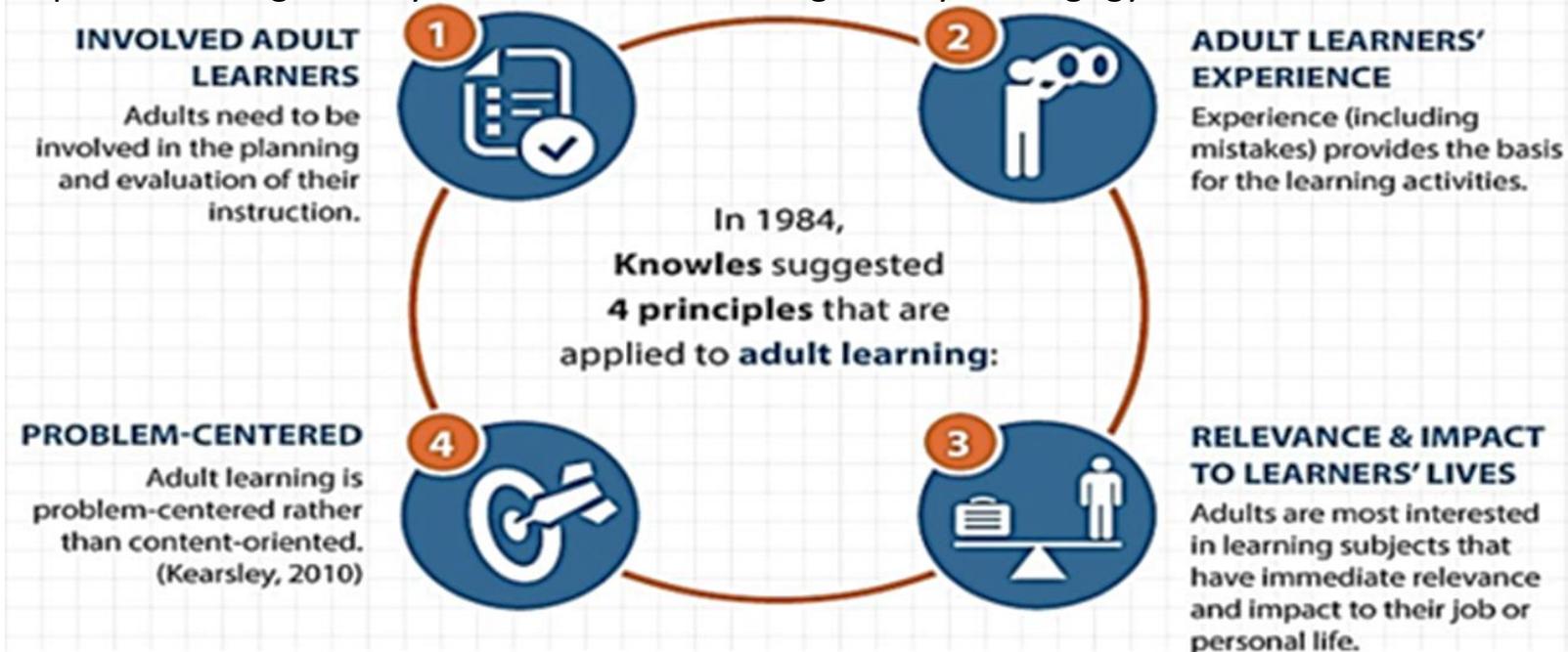
1. Andragogy
2. Teacher Role in Building Communities
3. Safety, Belonging And Community
4. Confident, Clear Speaking In Daily Community Life
5. Mastering Clear English Speech for Success: reasons, benefits
  - IPA Tool:
  - history; Aussie phonemes
  - Class Activities for Phonetic Improvement:
  - Visual representations of mouth; listening; clarifying with the IPA;
  - Spelling with the IPA; conversation; intonation



# Andragogy: Awareness of How Adults Learn Best

## 4 PRINCIPLES OF ANDRAGOGY

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

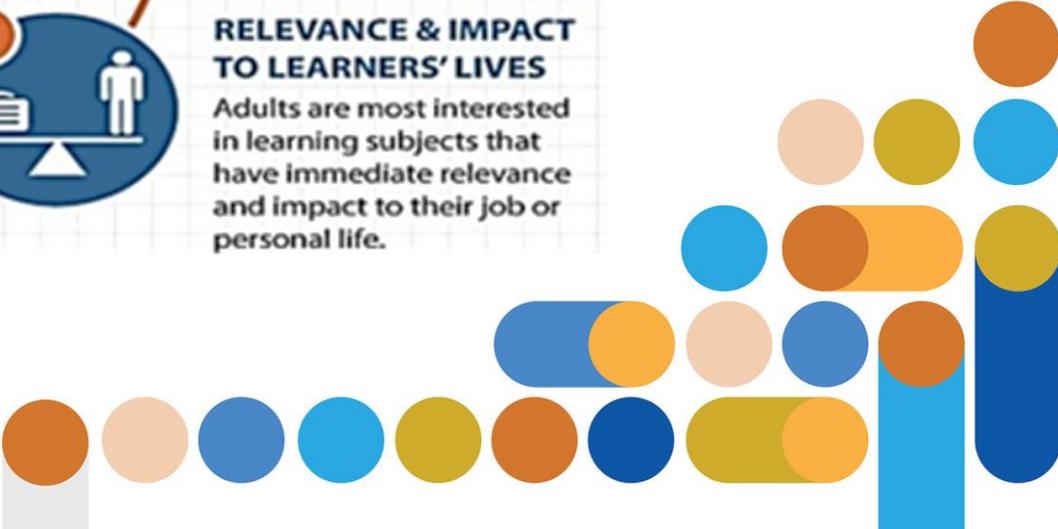


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# EAL Teachers Play a Role in Building Communities

Help English Learning Providers build partnerships to support cultural exchange and community cohesion.

## Charitable Fund-Raising Beyond Blue Concert

**WANTIRNA**

### Migrants find voice for cause

A FESTIVAL of song and dance is being organised to bring Swinburne Wantirna's multicultural community together.

A group of migrant English students, led by teacher Zoe Repse, are holding a concert on Thursday featuring talented students and musical guests to raise money for beyondblue.

Ms Repse said the idea for a concert was sparked by her students, one who is a talented opera singer from China, who expressed a desire to perform.

Just weeks later the group has organised an extensive line-up of entertainment for the concert.

The list includes a business student who will play the piano, two migrant English class choirs, a duet comprising a ukulele player and vocalist, and a ballroom dancing performance.

Ms Repse said they decided to use the event to raise awareness about mental health issues.

"About 20 per cent of Australians suffer from mental health issues, but it need not be a taboo topic," Ms Repse said. "Migrants especially feel the stress of resettling and having left their networks behind."

Details: 9210 1963.



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# EAL Teachers Play a Role in Building Communities

**Help English Learning Providers build partnerships to support cultural exchange and community cohesion.**

## Volunteering

- Nursing Home visits
- Retail: Salvation Army Stores
- Other Classes: Volunteer-Tutoring
- School-parent volunteering
- SecondBite
- Local Council-Community Groups and Volunteering- Knox Fest



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# EAL Teachers Play a Role in Building Communities

**Help English Learning Providers build partnerships to support cultural exchange and community cohesion.**

## Work Experience

- Bunnings
- Woolworths
- Coles
- K-Mart

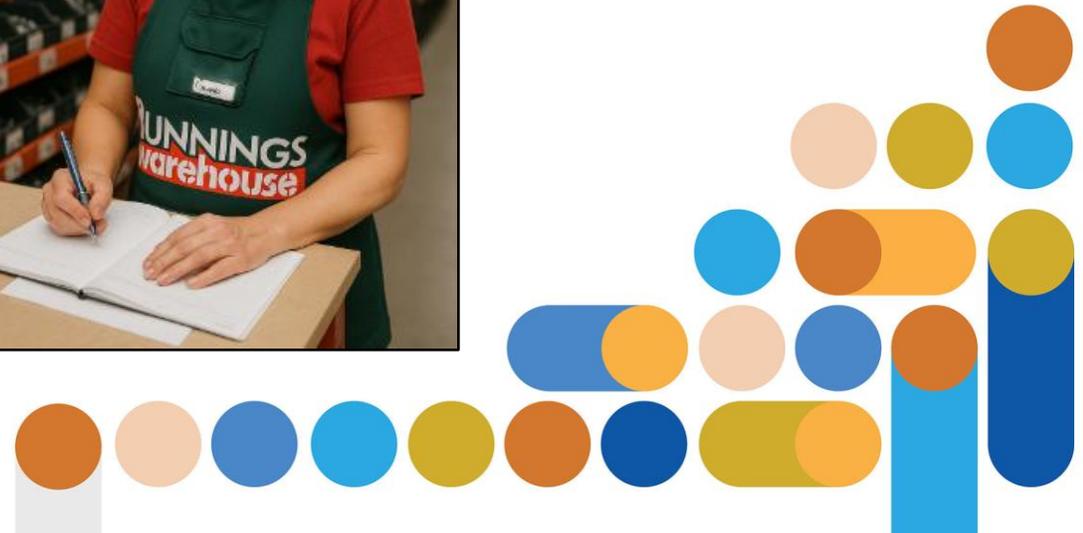


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# Foster a Sense of Safety, Belonging & Community.

- Show respect to your EAL learners
- Talk up risk-taking: mistakes are good & part of learning & being human.
- Acceptance of others' mistakes
- Pair & Group Work: teach and practice polite expressions & listening skills

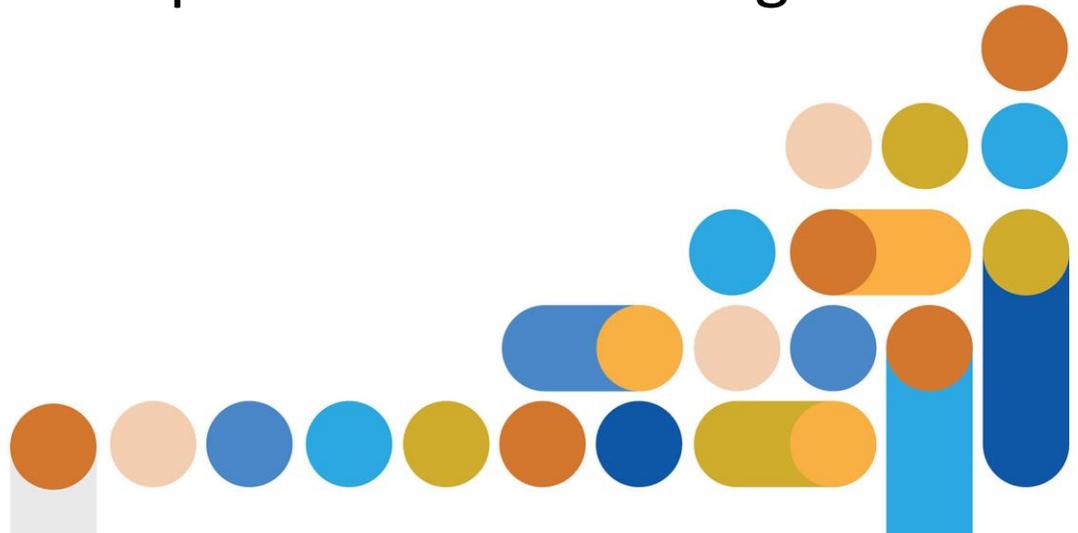


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# Confident, Clear Speaking in Daily Community Life

## This avoids:



- misunderstandings in conversation.
- lack of confidence.
- academic and professional dysfunction.
- listening difficulties.
- slower language acquisition.
- barriers to social belonging.



# Mastering Clear English Speech for Success

## How to tackle EAL needs and where to begin?

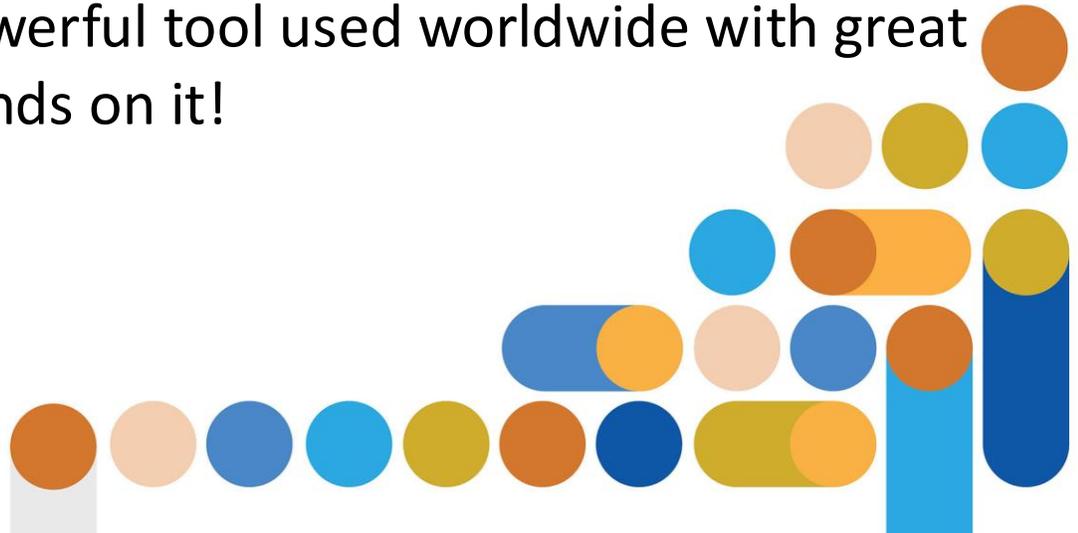
- Help learners apply language skills in **real world communities** with **real-life tasks** and activities.
- Use Malcolm Knowles' four **Andragogical** Principles (**relevance, experience, problem solving, planning & evaluating**).
- Also, the International **Phonetic Alphabet** is a powerful tool used worldwide with great success. My students lap it up like their life depends on it!

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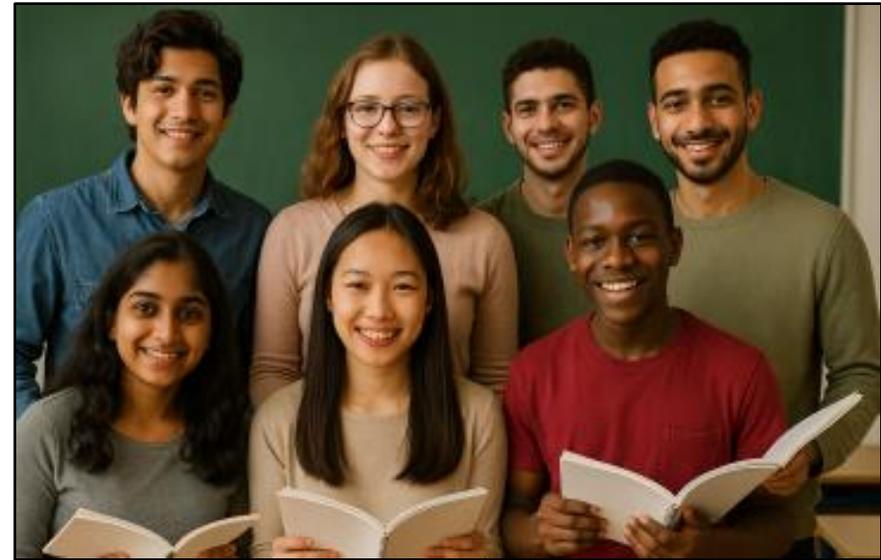
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# Mastering Clear English Speech for Success

Use the IPA to improve speech: benefits learners and teachers with:

- clearer conversations.
- more classroom participation.
- better job and study opportunities.
- making friends more easily and be included.
- improving spelling and writing.

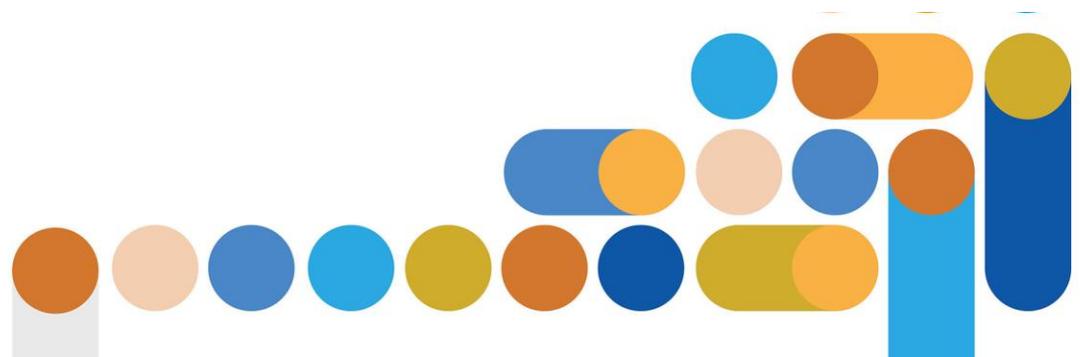


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# Mastering Clear English Speech for Success

## Speaking and Listening Macro Skills

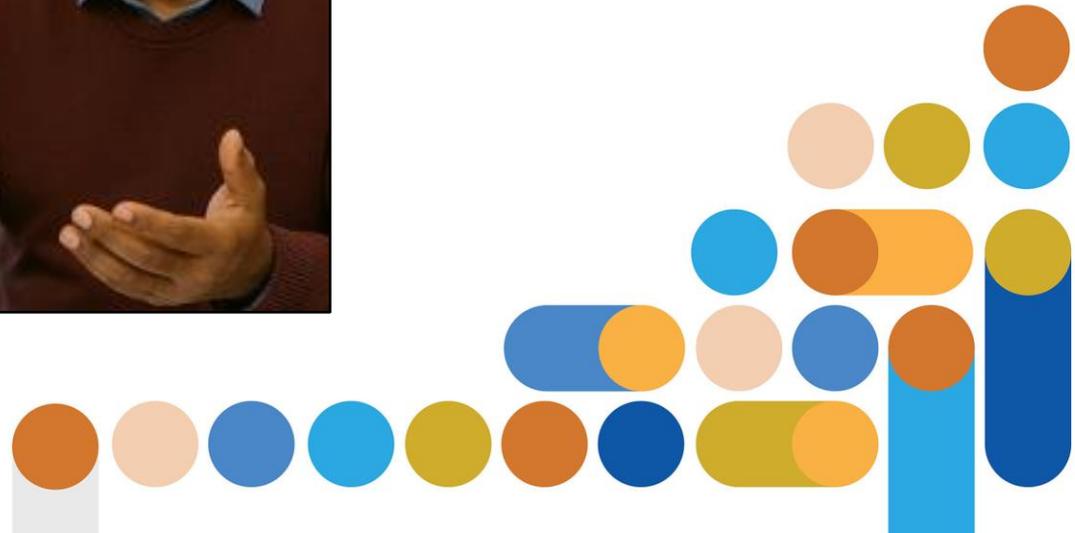


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# Mastering Clear English Speech for Success

1a. The International Phonetic Alphabet is a powerful tool.

44 phonemes

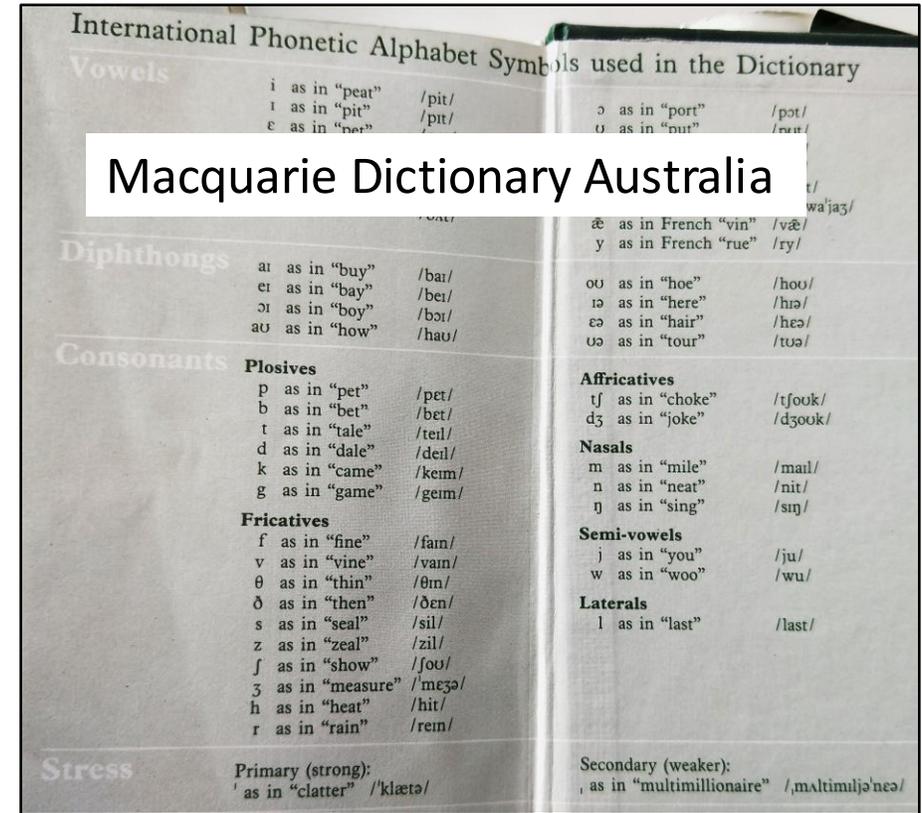
The UK Chart

ɪ	ɪ	ʊ	u:	ɪə	eɪ	ɔ:	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

40 phonemes

The US Chart

ɪ	ɪ	ʊ	u	eɪ	ɔ:	ɔɪ	
e	ə	ɜr	ɔ	ɔɪ	oʊ		
æ	ʌ	ɑ		aɪ	aʊ		
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

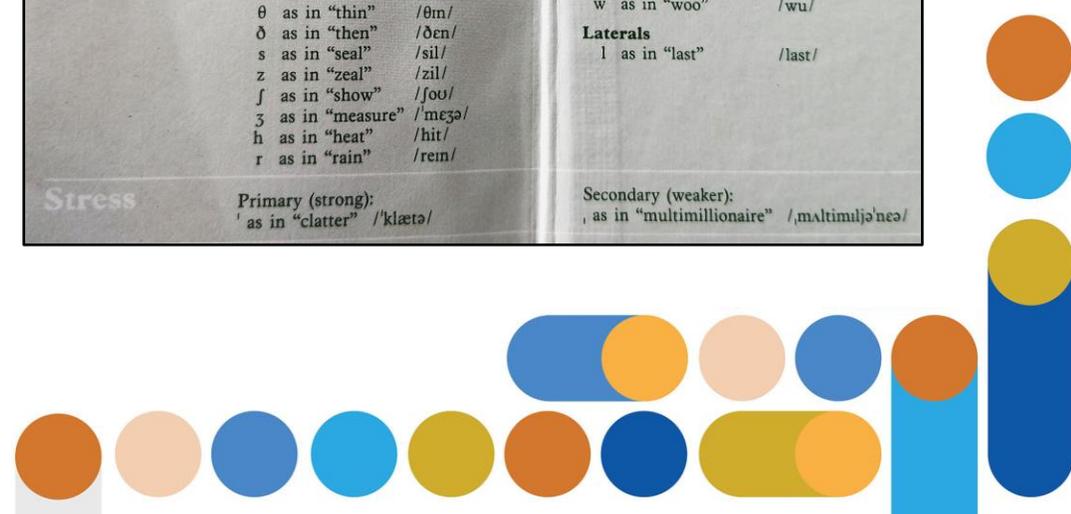


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# Mastering Clear English Speech for Success

Class Activities for Phonetic Improvement [www.speaklikeaustralians.com](http://www.speaklikeaustralians.com)

1b. Model each phoneme in class. Learners listen and repeat. Also, they can watch online.



**The Aussie English Phonemes**

\*All sounds are voiced except for the 8 consonants underlined in green.  
The symbols are from the International Phonetic Alphabet.

The sounds I need to practise are numbers:

Vowels: single phonemes (monophthongs) 1-13				Vowels: double phonemes (diphthongs) 14-21			Vowels: triple phonemes 22-23
1 <u>i:</u> E <u>aster</u>	2 <u>ɪ</u> i <u>nk</u>	3 <u>ʊ</u> pu <u>t</u>	4 <u>u:</u> po <u>ol</u>	5 <u>u:</u> ble <u>w</u>	14 <u>ɪə</u> ne <u>ar</u> /i: ə/	15 <u>ʌɪ</u> da <u>y</u>	
6 <u>e</u> eg <u>g</u>	7 <u>ə</u> broth <u>er</u> <small>the schwa</small>	8 <u>ɜ:</u> E <u>ar</u> th	9 <u>ɔ:</u> <u>or</u>	16 <u>ʊə</u> to <u>ur</u>	17 <u>ɔɪ</u> so <u>y</u>	18 <u>əʊ</u> o <u>wn</u>	22 <u>əɪ.ə</u> i <u>ron</u>
10 <u>æ</u> a <u>nt</u>	11 <u>ʌ</u> u <u>p</u>	12 <u>ɑ:</u> a <u>rm</u>	13 <u>ɒ</u> o <u>n</u>	19 <u>eə</u> ha <u>ir</u>	20 <u>əɪ</u> m <u>y</u>	21 <u>æʊ</u> do <u>wn</u>	23 <u>æʊ.ə</u> o <u>ur</u>
24 <u>p</u> <u>p</u> ea	25 <u>b</u> <u>b</u> e	26 <u>t</u> <u>t</u> en	27 <u>d</u> <u>d</u> en	28 <u>tʃ</u> <u>ch</u> in	29 <u>dʒ</u> <u>j</u> in	30 <u>k</u> <u>c</u> od	31 <u>g</u> <u>g</u> od
32 <u>f</u> <u>f</u> an	33 <u>v</u> <u>v</u> an	34 <u>θ</u> <u>th</u> igh	35 <u>ð</u> <u>th</u> y	36 <u>s</u> <u>s</u> ip	37 <u>z</u> <u>z</u> ip	38 <u>ʃ</u> A <u>ish</u> a	39 <u>ʒ</u> A <u>si</u> a
40 <u>m</u> <u>m</u> et	41 <u>n</u> <u>n</u> et	42 <u>ŋ</u> <u>sing</u>	43 <u>h</u> <u>h</u> ip	44 <u>l</u> <u>l</u> ip	45 <u>r</u> <u>r</u> ip	46 <u>w</u> <u>w</u> et	47 <u>j</u> <u>y</u> et

Consonants: all single phonemes 24 - 47

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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement

1c. They can also watch on YouTube for specific phonetic videos.



1 <b>i:</b> <u>eat</u>	2 <b>ɪ</b> <u>it</u>	3 <b>ʊ</b> <u>put</u>	4 <b>u:</b> <u>pool</u>	5 <b>u:</b> <u>blew</u>	14 <b>ɪə</b> <u>near</u>	15 <b>ʌɪ</b> <u>day</u>	
6 <b>e</b> <u>egg</u>	7 <b>ə</b> <i>the schwa</i> <u>mother</u>	8 <b>ɜ:</b> <u>burn</u> /ə:/	9 <b>ɔ:</b> <u>born</u>	16 <b>ʊə</b> <u>tour</u>	17 <b>ɔɪ</b> <u>soy</u>	18 <b>ɒu:</b> <u>own</u>	22 <b>əɪə</b> <u>iron</u>
10 <b>æ</b> <u>ant</u>	11 <b>ʌ</b> <u>up</u>	12 <b>ɑ:</b> <u>barn</u> /ɑ:/	13 <b>ɒ</b> <u>on</u>	19 <b>eə</b> <u>hair</u>	20 <b>əɪ</b> <u>my</u>	21 <b>æʊ</b> <u>down</u>	23 <b>æʊə</b> <u>power</u>
24 <b>p</b> <u>pea</u>	25 <b>b</b> <u>be</u>	26 <b>t</b> <u>ten</u>	27 <b>d</b> <u>den</u>	28 <b>tʃ</b> <u>chin</u>	29 <b>dʒ</b> <u>jin</u>	30 <b>k</b> <u>cod</u>	31 <b>g</b> <u>god</u>
32 <b>f</b> <u>fan</u>	33 <b>v</b> <u>van</u>	34 <b>θ</b> <u>thank</u>	35 <b>ð</b> <u>this</u>	36 <b>s</b> <u>sip</u>	37 <b>z</b> <u>zip</u>	38 <b>ʃ</b> <u>show</u>	39 <b>ʒ</b> <u>Asia</u>
40 <b>m</b> <u>met</u>	41 <b>n</b> <u>net</u>	42 <b>ŋ</b> <u>sing</u>	43 <b>h</b> <u>hip</u>	44 <b>l</b> <u>lip</u>	45 <b>r</b> <u>rip</u>	46 <b>w</b> <u>wet</u>	47 <b>j</b> <u>yet</u>

**Consonants: all single phonemes 24 – 47**

**9 non-rhotic /r/ phonemes 7, 8, 9, 12, 14, 16, 19, 22, 23 = /r/ is silent at the end of a syllable or before a consonant.**

7 mother /mʌðə/ 8 burn /bɜ:n/ 9 born /bɔ:n/ 12 barn /bɑ:n/ 14 near /nɪə/ 16 tour /tuə/ 19 hair /heə/ 22 iron /ɪən/ 23 our /əʊə/

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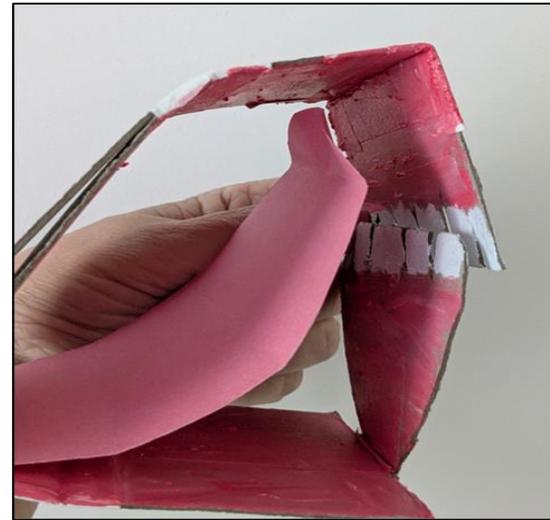
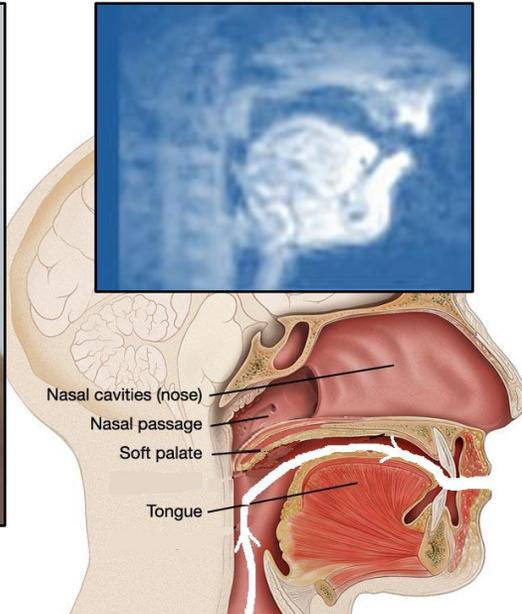
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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (visual representations)

2. Use your own face, hands, diagrams and models to explain mouth shape, tongue positioning and airways..

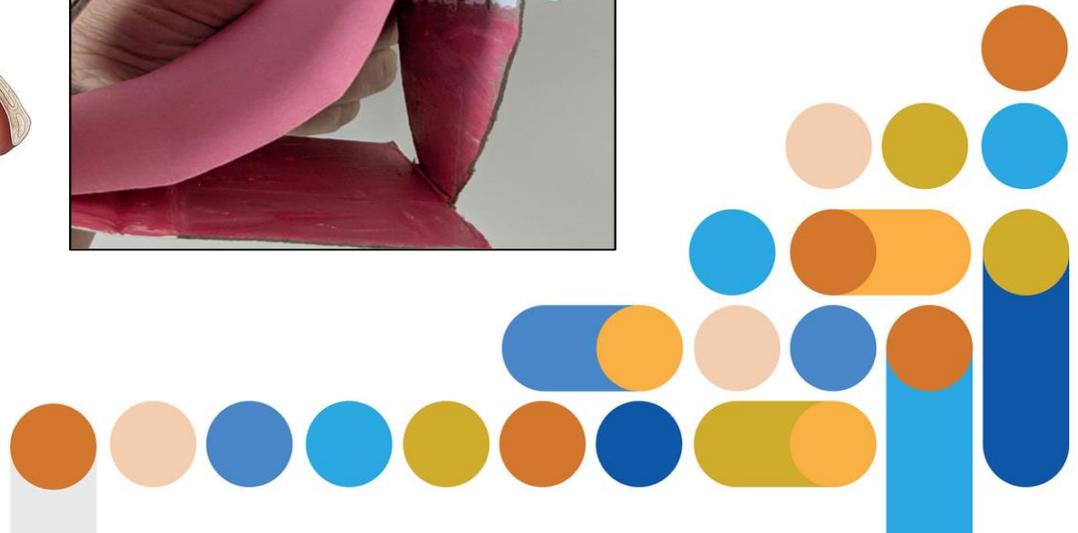


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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (listening)

3. Promote **listening and the correct pronunciation** of missing words with the help of the IPA. Use songs students suggest to further involve them in their own learning.

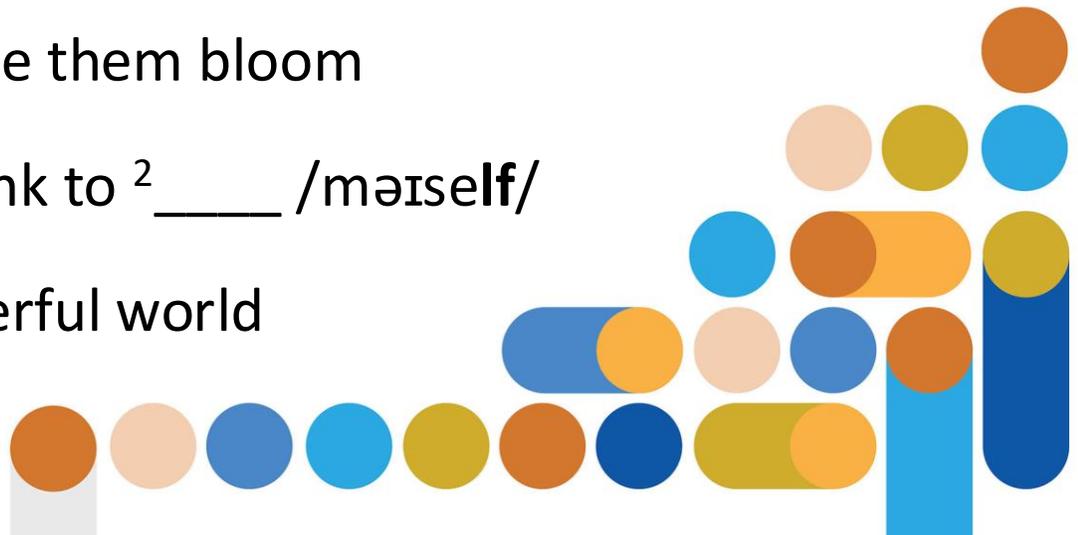
### What a Wonderful World (sung by Louis Armstrong)

I see trees of <sup>1</sup>\_\_\_\_\_ /gri:n/

Red roses too, I see them bloom

For me and you and I think to <sup>2</sup>\_\_\_\_\_ /məɪself/

What a wonderful world



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (listening)

4. At their own pace, learners watch TV, or **listen** online to narrations by Aussies (news readers, Aussie sites, etc.).

It would help with **intonation and stress to follow the words being spoken** and to repeat them, in their mind or out loud.

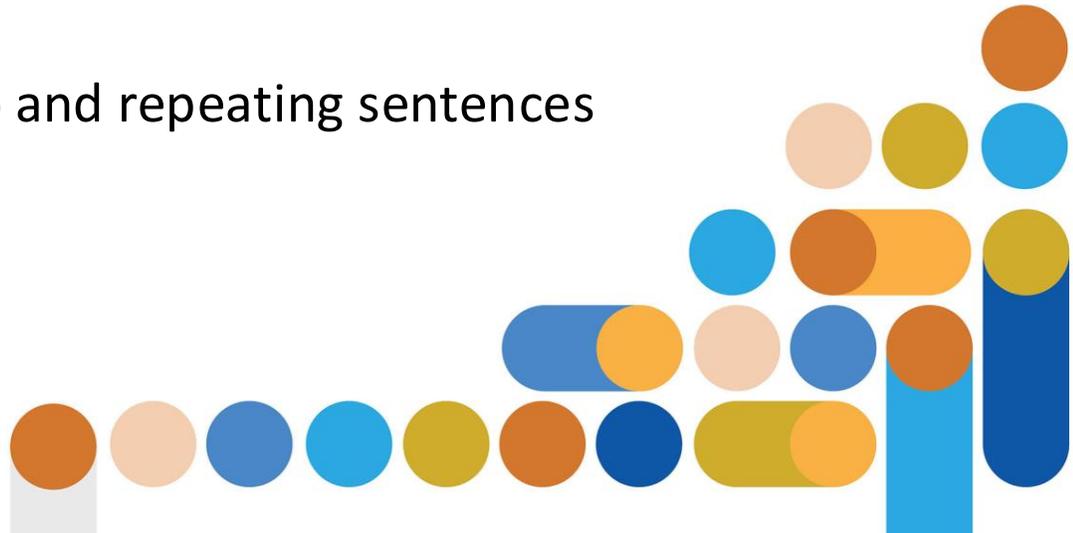
- Learners replay videos or audios and practise saying sentences **in chunks of words that go together**.
- Ask learners to practise together in pairs, listening to and repeating sentences using the same intonation and stress patterns.

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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

5. The IPA can help **clarify confusing words**:

*the /ðə/ **u**niversity /juːnɪˈvɜːsəti/*

& *the /ðiː/ **u**mbrella /ʌmˈbrelə/*



*walk /wɔːk/ & work /wɜːk/*

or the **correct pronunciation of their own name** or that of a **friend's name**:

*Michele /mɪʃel/ Zhong /tʃɒŋ/*

*William /wɪljəm/*

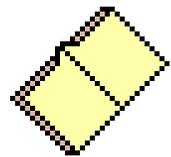


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

6. Help learners **isolate and practise sounds that may be challenging** for them, by using pairs of words that differ in one phoneme only. i.e. **minimal pairs**.

- Exercise 1 bed/ bad; lend/ land; Ken/ can;
- Exercise 2 hop/ hope; cost/ coast; tossed/ toast



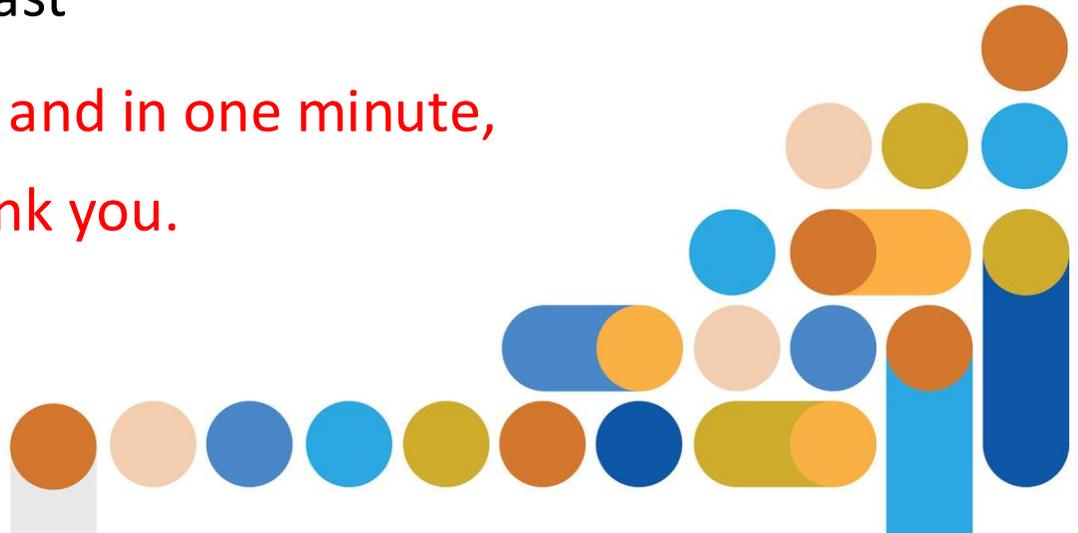
Ladies and gentlemen please pair up and in one minute, write minimal pairs for “p” & “b”. Thank you.

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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

7. To help learners practise sounds, mouth and tongue movements use **tongue twisters** for a specific phoneme.

E.g. / tʃ / *The children Chong and Chad, chose chips and chops to munch on the beach.*



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

8a. **Linking sounds** help learners sound natural and not robotic. Linking sounds depend on previous and following phonemes.

- Students can look for these as they listen to conversations, songs and copy them.
- The IPA clarifies this link.

*They bought a car for us. “forus” /fɔ:rʌs/*

*Roʌ never saw the house. “Ronever” /rʌnevə/*



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

In pairs, practice joining these words. (两人一组练习连接这些单词。)

### 8b. Linking sounds

6 ways to join words together:

1 One orange

One norange  
∪ /n/



2 two oranges

two woranges  
∪ /w/

3 three oranges

three yoranges  
∪ /y/

4 four oranges

four roranges  
∪ /r/

5 would you

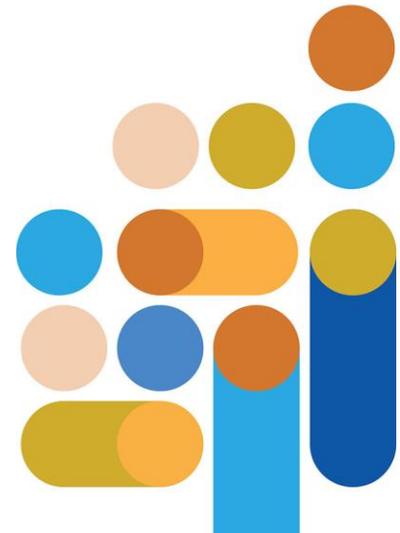
would jou  
∪ /dz/

6 can't you

can't chou  
∪ /tʃ/

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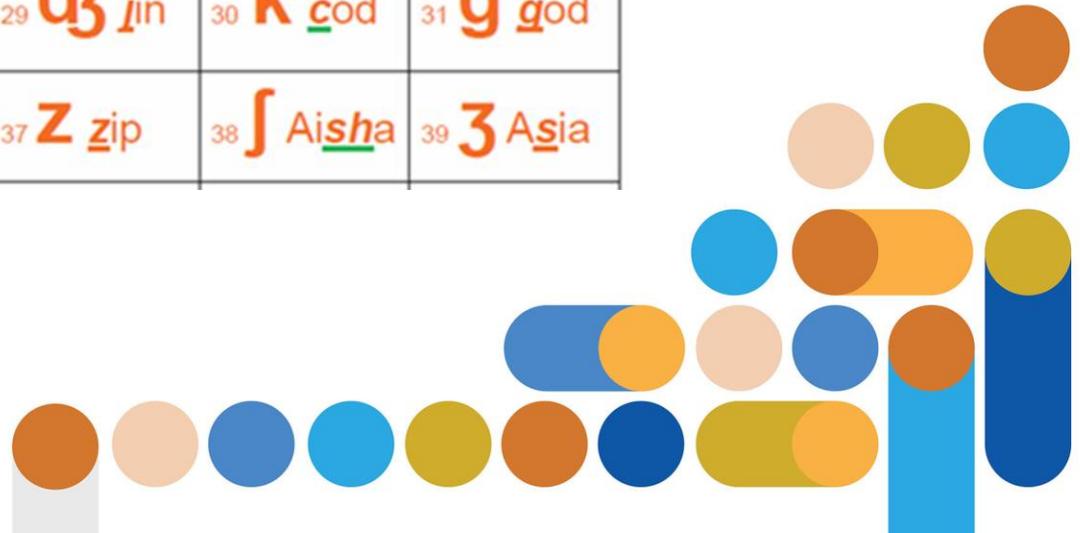


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

9. Saying and comparing unvoiced and voiced pairs by holding a hand on voice box/larynx gives a clear understanding of vocal cord differences as **mouth shape and tongue positioning are the same** for each pair.

24 <b>p</b> <u>pea</u>	25 <b>b</b> <u>be</u>	26 <b>t</b> <u>ten</u>	27 <b>d</b> <u>den</u>	28 <b>tʃ</b> <u>chin</u>	29 <b>dʒ</b> <u>jin</u>	30 <b>k</b> <u>cod</u>	31 <b>g</b> <u>god</u>
32 <b>f</b> <u>fan</u>	33 <b>v</b> <u>van</u>	34 <b>θ</b> <u>thigh</u>	35 <b>ð</b> <u>thy</u>	36 <b>s</b> <u>sip</u>	37 <b>z</b> <u>zip</u>	38 <b>ʃ</b> <u>Aisha</u>	39 <b>ʒ</b> <u>Asia</u>



# Mastering Clear English Speech for Success

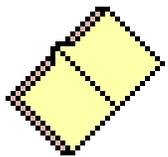
## Class Activities for Phonetic Improvement (clarifying)

10a. Listen to the **last syllable phoneme of a word** as it influences the pronunciation of the suffixes “ed” to say /t/, /d/ or /əd/ and “s” ending words to say /s/, z/ or /əz/.

- Ask learners to make 3 columns for “ed” ending words and 3 columns for “s” ending words and to look for **patterns** as to **why they have their different pronunciations**.
- Only after learners try to find the explanations for themselves, are reasons given. Remember that problem solving appeals to adults!

For 1 minute, please make 3 columns & write suitable words in each.

Choose to do “ed” or “s” endings.



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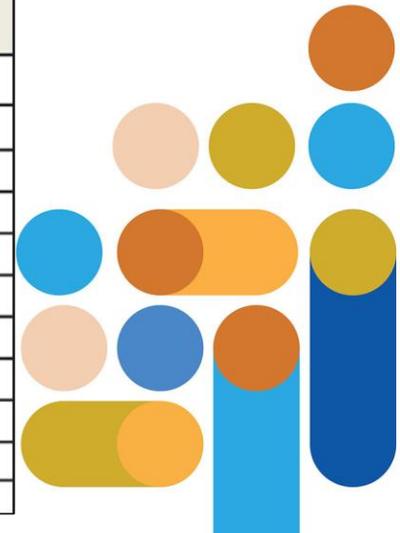


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

10b. Listen to the **last syllable phoneme of a word** as it influences the pronunciation of the suffixes “ed” to say /t/, /d/ or /əd/ and “s” ending words to say /s/, z/ or /əz/.

Words that end with “ed” can have one of three possible pronunciations:					
/t/ unvoiced word endings (no throat vibration)	/d/ voiced word endings (vibration in the throat)	/əd/	/s/ after	/əz/ after ‘sh,’ ‘ch,’ ‘ss,’ ‘x,’ /dz/, or ‘s’	/z/ for all other sounds & letters
<b>All words that end with:- unvoiced sounds like: f, k, p, s, x, ch, sh</b>	<b>All words that end with:- voiced sounds</b>	<b>All words that end with:- the sounds t or d</b>	/f/, /k/, /p/, /t/, /θ/		
knif-ed	call-ed	fold-ed	cuffs	dishes	toys
laugh-ed	arriv-ed	want-ed	laughs	bunches	mows
lik-ed	happen-ed	paint-ed	banks	churches	moves
look-ed	rob(b)-ed	post-ed	thinks	munches	girls
park-ed	tr(y)i-ed	start-ed	mops	dresses	kababs
stop(p)-ed	chang-ed	visit-ed	cots	dismisses	lads
mop(p)-ed	lov-ed	avoid-ed	cloths	boxes	toes
kiss-ed	nam-ed	attend-ed		foxes	roars
fix-ed	moor-ed	act-ed		fridges	clothes
watch-ed	mozz-ed	accept-ed			rims
push-ed	pleas-ed	connect-ed			thins



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

11. Practise **blending continuous consonant sounds** within a single word, as well as between words too. The tongue slides from one sound to the other and the mouth changes shape.

- Pair work.

<i>/sm/</i>		<i>/mz/</i>	
smoking	promise Mary	fathoms	bottom zip
racism	coarse material	clumsy	scream Zelda
smile	false manners	gleams	scram zebra
dismay	increase metabolism	idioms	slum zone
small	kiss me	storms	become zany
<i>/nθ/</i>		<i>/zm/</i>	
ninth	nine things	bridesmaid	apologise many times
month	acorn throw	cosmetics	calls me
tenth	can thank	feminism	exercise machine
panther	eleven thimbles	jasmine	advise me
enthusiasm	chicken thighs	journalism	please marry
<i>/sl/</i>		<i>/vz/</i>	
slam	licks leftovers	leaves	forgive Zoe
sleep	mince loaf	loves	love Zenobias (flowers)
slide	bits left	stoves	have zinc
carelessly	thanks Larry	gloves	expensive zoo
legislation	defence lawyer	involves	massive zit



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

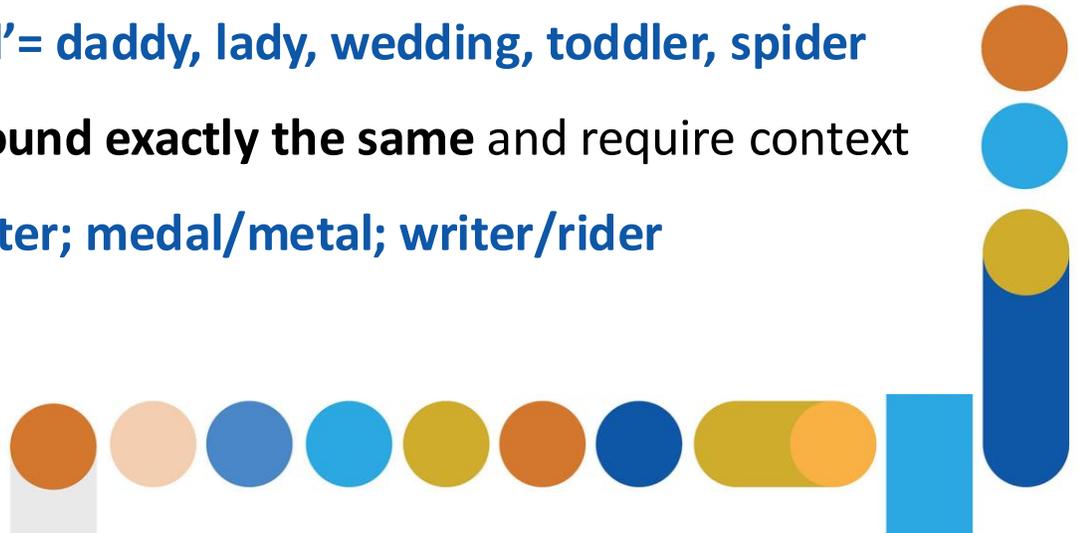
12. When the phonograms “t” and “d” are at the start of a word, they are clearly pronounced, so that a puff of air is felt coming out of the mouth. Learners can check with their finger to feel the “puff”.

**E.g. true, did, door, down, distress, taken**

However, if there is a vowel in front of the “t” or “d” plus a schwa sound or unstressed vowel after it, well then something amazing happens! The “t” or “d” becomes **tapped/flapped**, a quick tap of the tongue, like a soft “d”. The “t” sounds more like /d/ while the “d” sounds like /t/ with a very reduced “puff” of air.

**flapped ‘t’ = little, butter, forty, daughter, water      flapped ‘d’= daddy, lady, wedding, toddler, spider**

Furthermore, some words with flapped “t” and “d” **sound exactly the same** and require context to inform us which word is meant. **E.g. litre/leader; ladder/latter; medal/metal; writer/rider**



# Mastering Clear English Speech for Success

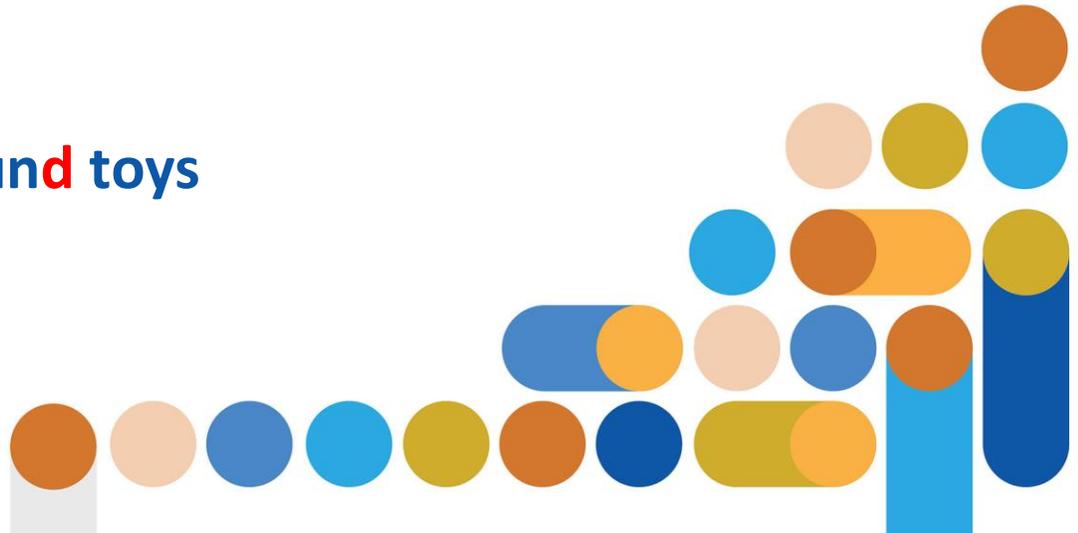
## Class Activities for Phonetic Improvement (clarifying)

13. When the phonograms “t” and “d” come after a “c”, “n” and “s”, they can be **omitted/dropped** altogether!

- **E.g. agents, candle, effects, endless, gentleman**

Learners can compare and practise saying pairs of words omitting these sounds. What a challenge!

- **E.g. just because; can't see; hand made; found toys**



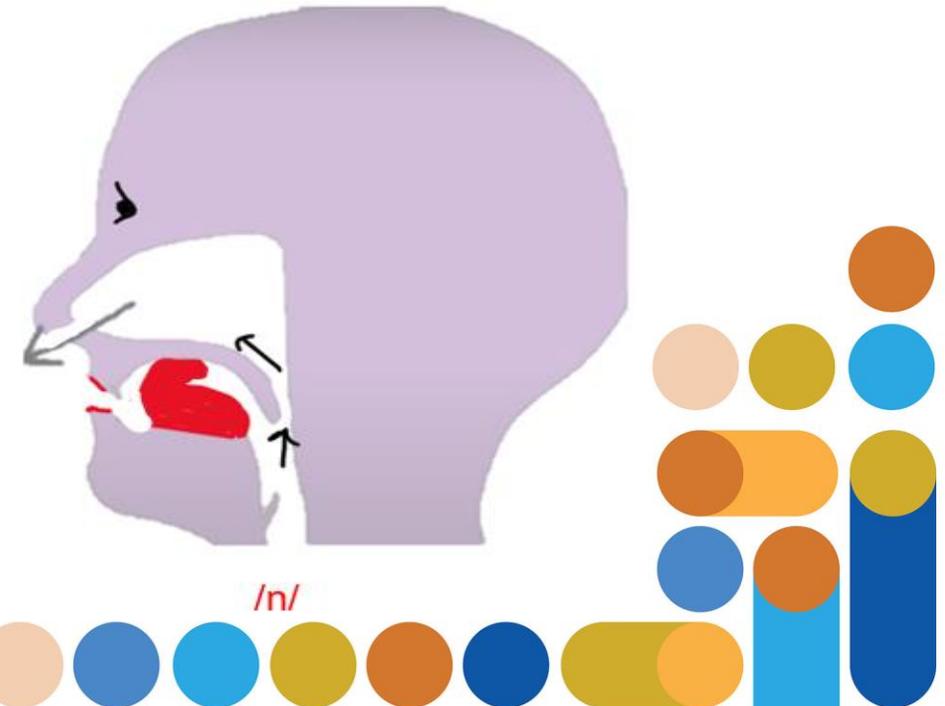
# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (clarifying)

14. An open soft palate lets air out of the nose. Only 3 sounds come out of our noses: **n**, **m** and **ng**.

You cannot feel air coming out of your mouth. If you pinch your nose, you cannot make these sounds because the air cannot get out.

- Practise saying: m, n, m, n, m, n through your nose.
- *If you snicker “mmmm” you will feel your uvula moving to open the nasal airway.*



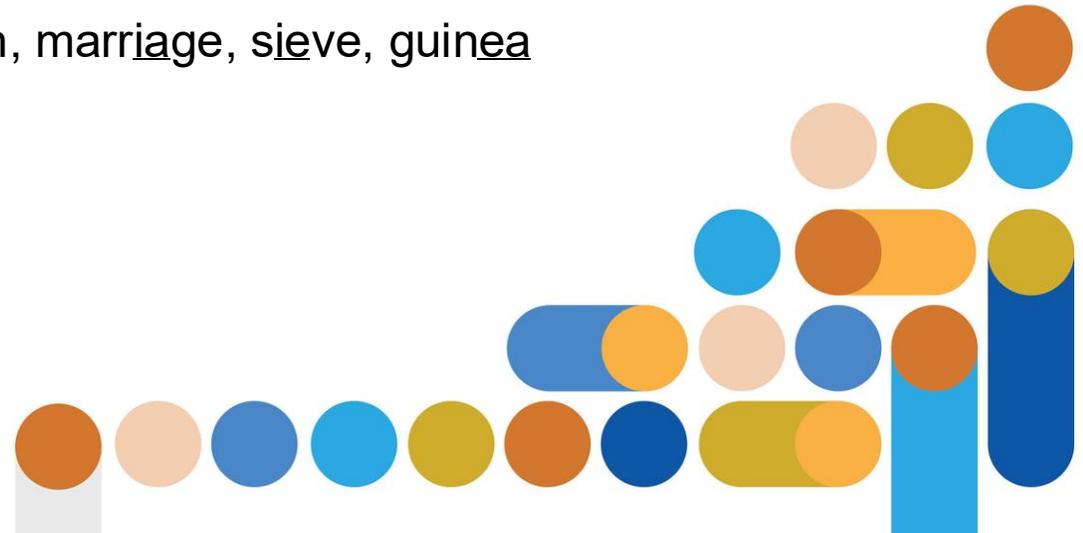
# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

15. Systematically go through the IPA phonemes and study the different spellings of each one.

- Pair students to practise the sounds and their words. I would do one phoneme per session.

1. **i:** eat, he, see, field, conceit, ski, people, amoeba, key, quay, aegis, debris
2. **ɪ** it, fifty, women, village, busy, English, marrriage, sieve, guinea
3. **ʊ** put, hoof, should, woman
4. **u:** pool, rule



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

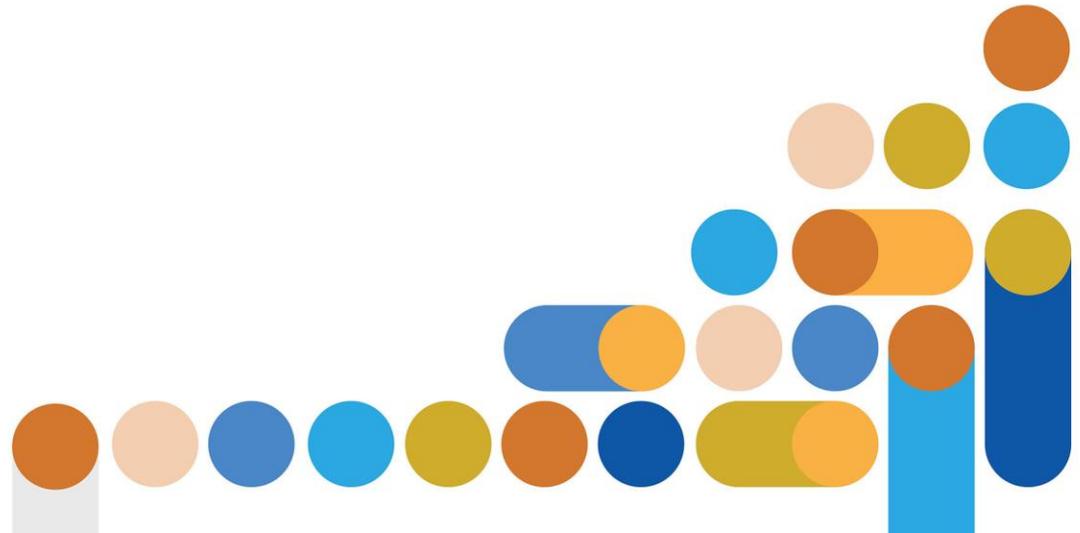
16a. Systematically go through the phonograms and study the different sounds for each one.

- Have a competition between groups of students to list as many words as they can in 5 mins.
- Ask them to write their lists on the board.
- Place lists on display.

a     jam /æ/, ask /æ/, cake /ʌɪ/, care /eə/, call /ɔ:/, salt /p/, annual /ə/

wh   when /w/, who /h/

th   this /ð/, thank /θ/



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

16b. Show the **same spellings** of **different sounds**. Watch how to make the sounds on YouTube.



E.g. The phonogram **“th”** has **two phonemes /θ/ and /ð/**.

- Put together into lists the following words that have the same phoneme:

myth, the, this, Theo, theatre, feather, bath, clothes, cloths, catholic, gather

- Add 4 more words to the lists.
- Write 4 words in sentences.

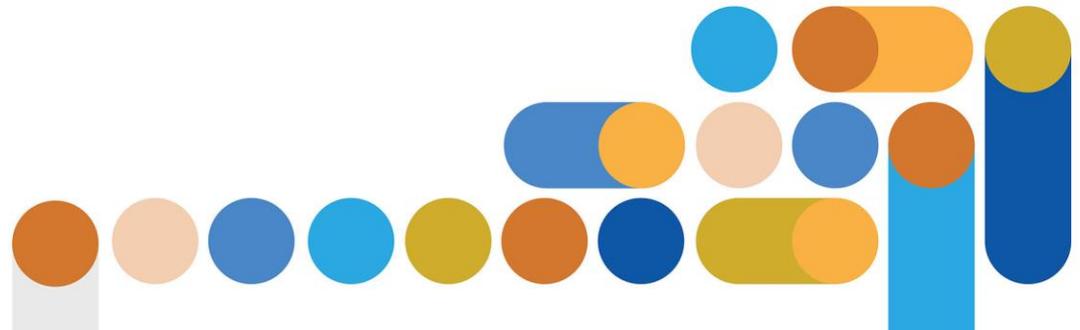


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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

16c. Show the **different sounds but the same spelling**.

**Unvoiced "th" (like in "Theo"):**

At the end of the word  
"bath," "mouth," "warmth,"  
"fifth," or before a consonant:  
"truthful", (**except** smooth)

At the beginning of most  
other words: "think," "thief,"  
"thunder," "thought"...

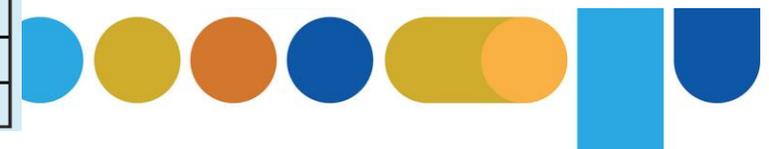
IPA for "th" pronunciation	/θ/	/ð/
With the spelling of "th" there are 2 possible pronunciations.	Theo	the
	myth	this
	thanks	that
	theatre	though
	Thursday	although
	aesthetic	feather
	arithmetic	further
	atheist	father
	author	gather
	bath	bathing
	birthdate	lather
	thirsty	leather
	breath [noun]-Take a short breath!	breathe [verb]-Just keep breathing!
	catholic	mother
	cloths	clothes

**Voiced "th" (like in "this"):**

Between two vowel sounds:  
"mother," "weather," "mother"  
(**except** frothy)

Followed by a silent "e": "bathe"  
(compare to "bath"), loathe, breathe,  
clothe/s,

At the beginning of many functional  
words: "the," "this," "that," "these,"  
"those," "then," "than," "they,"  
"them," "their," "there," "therefore"...



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

16d. Another example of a phonogram that has **different sounds** is “wh”.

- Write words on the board and ask learners to work together to put them in the correct columns, to teach **sound recognition and spelling**.
- Review them, hang them up for future reference by learners.
- Ask them to make crossword puzzles or word searches.

E.g. **“wh” words that say /w/:** wheel, why, when, whistle, whisper, where, which, whale

**“wh” words that say /h/:** who, whom, whose, whole, whoever

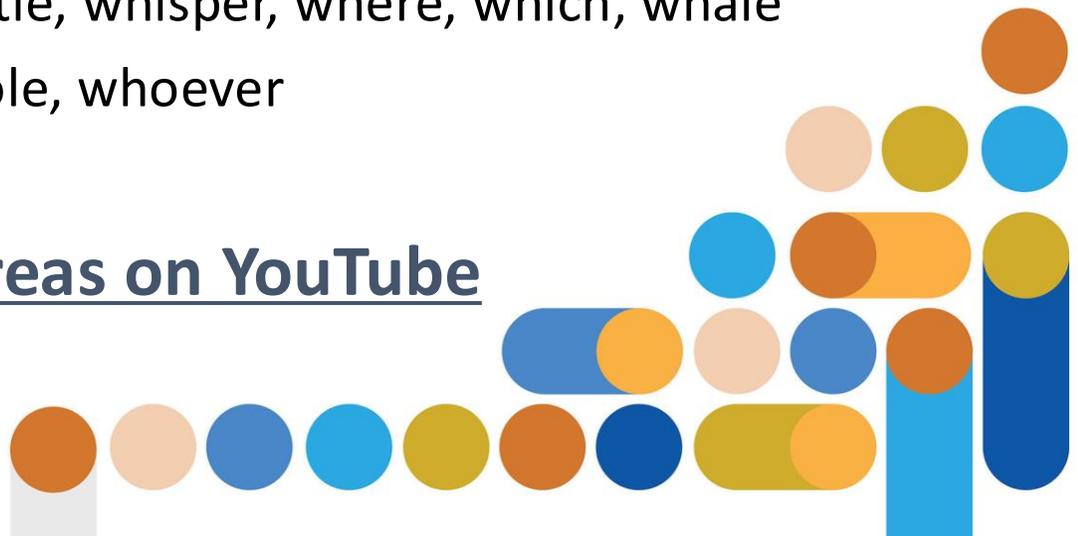
'wh' video of Zoe Lambreas on YouTube

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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

17a. Conversely, discover **different spellings** of the **same phoneme**.

- categorise or unjumble words of similar phonemes
- put words in alphabetical order or think of more words

Examples:

- /əɪ/ sign, sigh, wine, my, guy, die
- /aɪ/ day, suede, gauge, fiancée, eight, they, ballet, great, maid, ancient, state, Israeli



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

17b. Focus on one **phonogram** and make word lists of its various pronunciations.

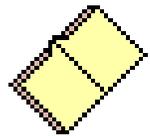
- Here are 3 sounds for the phonogram “o” /ɒ/ , /əʊ/ & /ʌ/.

Learners can make word lists with these sounds. It is fascinating really!

They practise in pairs and then say them to their instructor/tutor.

Hang them on the wall.

/ɒ/	/əʊ/	/ʌ/
lot	lone	love



Ladies and gentlemen please pair up and see what you can come up with in one minute. Thank you.

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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

17c. Focus on **one phonogram/grapheme like “o”** and make word lists of its various pronunciations.

/ʌ/

glouves

oven



/ɑ/	/əʊ/	/ʌ/	
body	alone	above	other
Boston	bloke	brother	oven
cost	cargo	colour	onion
holiday	clove	come	smother
job	comb	comfort	some
knowledge	don't	company	son
loss	go	cover	stomach
lot	home	discover	ton
of	joke	done	won
often	oh	dove (bird)	wonder
on	onus	glove	
possible	open	govern	
probably	phone	honey	

# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

18. Heteronyms are word pairs that have the **same spelling but different stress pronunciation** and meanings! This is where the IPA chart comes in very handy again.

- Practise in pairs.

HETERONYMS	PRONUNCIATIONS	USING THE HETERONYMS IN SENTENCES
bow (noun) bow (verb)	<i>/'bəʊ/</i> <i>/'bəʊs/</i>	He is wearing a bow tie for the formal dinner. The Prime Minister bowed his head to the Queen.
close (verb) close (adjective)	<i>/'kləʊz/</i> <i>/'kləʊs/</i>	Please close the door when you leave as I will feel cold. You are standing too close to me and I can smell your breath!
dove (noun) dove (verb)	<i>/'dʌv/</i> <i>/'dəʊv/</i>	Doves are a symbol of peace because of their white colour. Daniela dove into the water head-first and swam away.
lead (verb) lead (noun)	<i>/'li:d/</i> <i>/'led/</i>	Please lead the way through the forest and I will follow you. I have a grey lead pencil you can use and it is easy to rub out.
object (noun) object (verb)	<i>/'ɒb dʒekt/</i> <i>/ɒb' dʒekt/</i>	Our dog found a dirty object during our walk: it was an old ball. His lawyer will object to the other lawyer's untrue words.
present (noun) present (verb)	<i>/'prez ənt/</i> <i>/prə'zent/</i>	What do you think we should buy her for a birthday present? When he proposes marriage, he will present her with a ring.
produce (verb) produce (noun)	<i>/prə' dʒu:s/</i> <i>/'prɒd ju:s/</i>	You need to work hard to produce high quality writing. Farmers grow their produce and sell it to make money.
read (infinitive verb) read (past participle; past simple verb)	<i>/'ri:d/</i> <i>/'red/</i>	I would love to read that book when you finish it! I'll give the book to you now as I have read it many times before.

# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

19. Spelling rules also depend on sounds.

I.e. When **adding suffixes** to words, the last syllable sounds influence the spelling.

E.g. When a word **ends** with **one vowel sound+ "l"**, double the "l" before adding a vowel suffix. (not USA)

signal > signalling

travel > traveller

swivel > swivelling

enrol > enrolling

joyful > joyfully

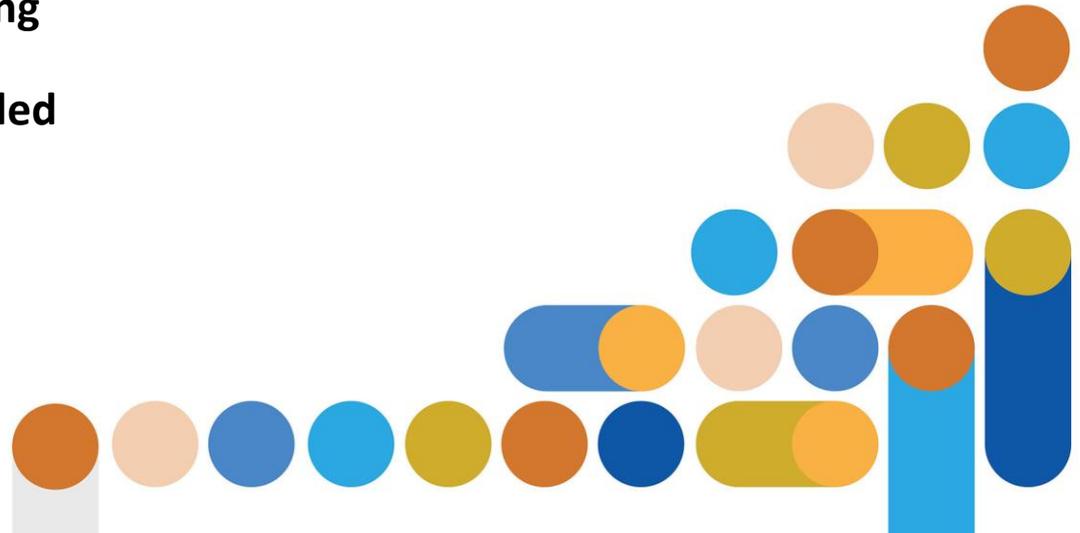
pencil > pencilled

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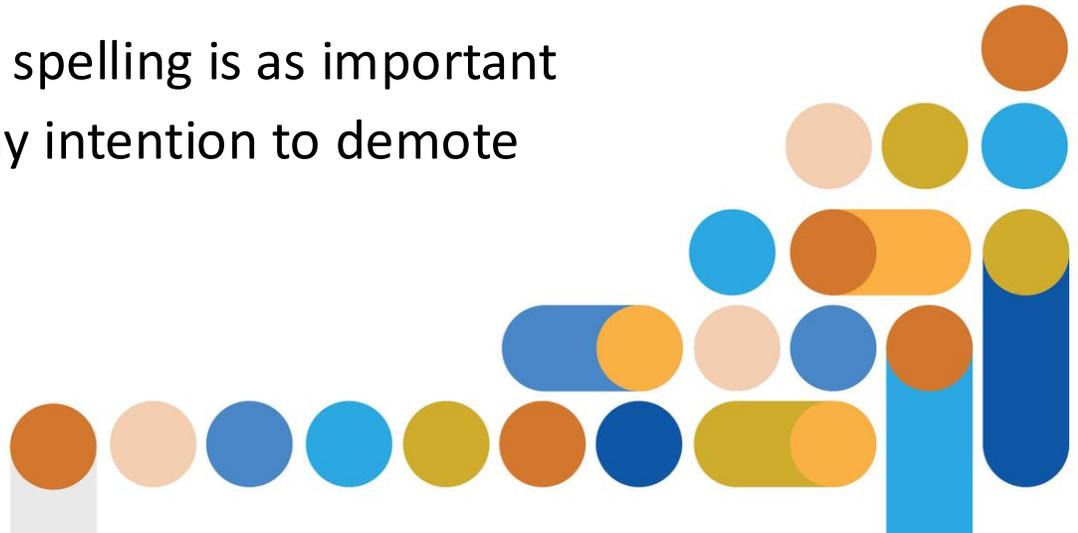


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (spelling)

20. Encourage learners who struggle to spell or to read. Ask them to read this text and show them an example of **their mind's amazing ability to read**.

- It dnose't mttar in waht oredr the ltteers in a wrod. The olny iprmoetnt tihng is taht the frist and lsat ltter be at the rghit pclae for the sunod. Tihs is bcuseae rhe huamn mnid deos not raed ervey lteter but the wrod as a wlohe.
- Reading this text begs the question of whether or not spelling is as important for reading as **learning phonograms**. (Note: It is not my intention to demote the necessity for correct spelling!)



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (conversation)

21a. Students struggle with **understanding and saying** conversational expressions, in one breath without pausing. Teach the **intonation** when you share the meaning. Clap out the rhythm, increase the speed. They can practise in paired conversations or write their own conversations.

- Each session could include some of these:

**Cliches:** nice and warm; it goes without saying

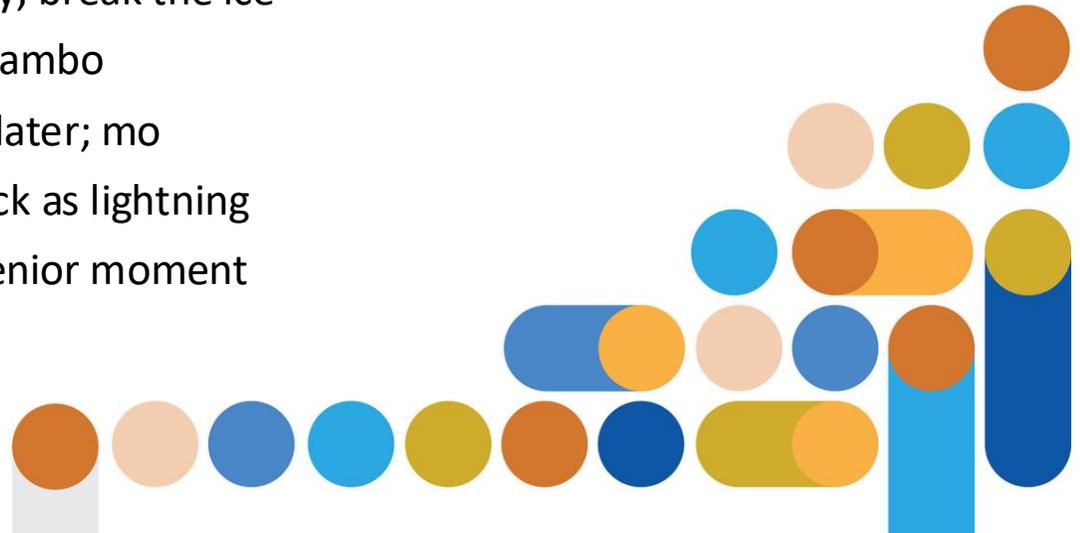
**Idioms:** hit the sack; call it a day; break the ice

**Slang:** dilly dally; arvo; brekkie; ambo

**Colloquialisms:** wanna; gonna; later; mo

**Similies:** swim like a fish; as quick as lightning

**Euphemisms:** passed away; a senior moment

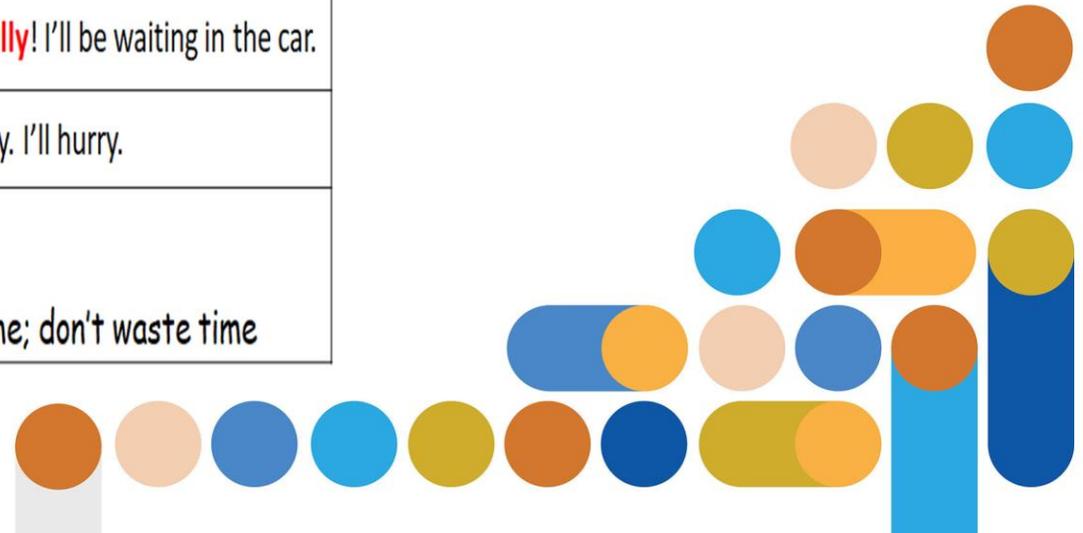


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (conversation)

21b. Students struggle with **understanding and saying conversational expressions**, in one breath without pausing.

Mike	I thought we had to leave at 5? Are you ready yet?
Bill	Yeah—nearly. I'll just be a <b>mo!</b> Got to finish this email first.
Mike	Well alright then. Get on with it— <b>don't dilly dally!</b> I'll be waiting in the car.
Bill	Okay, no worries. The internet's a bit slow. Sorry. I'll hurry.
<b>Explanations:</b> <b>mo</b> = moment <b>don't dilly dally</b> = don't be slow and take your time; don't waste time	

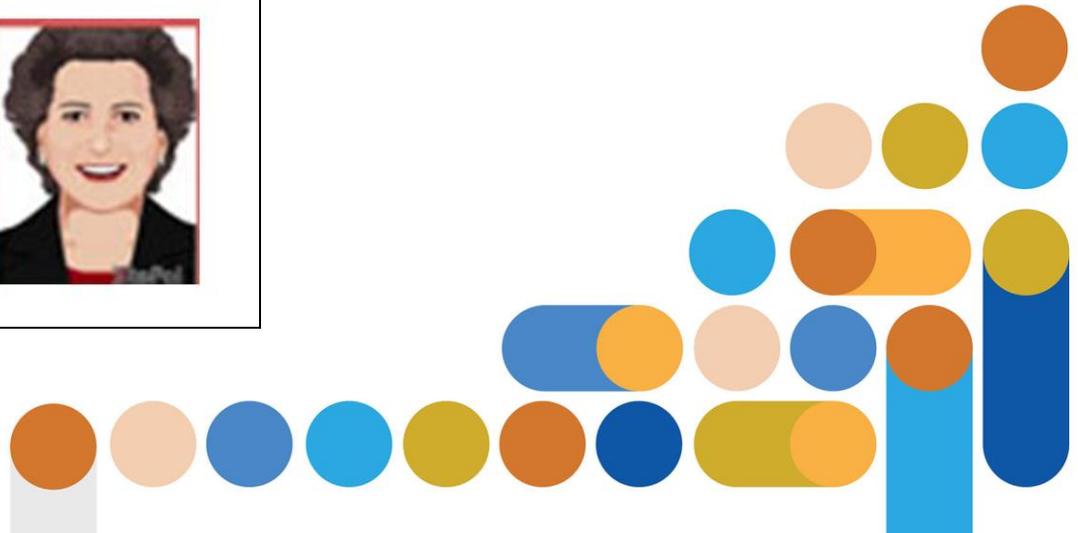


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (conversation)

21c. Students love practising everyday conversations in pairs and role playing them for the class.

- Hi! How's your day?
- Great thanks. Yours?
- Not bad.
  
- How's it going?
- Fantastic. You?
- Yeah, pretty good thanks.



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (conversation)

22. Use board games and have students in groups of 3 or 4 to practise a variety of different expressions for:

- asking for clarity
- refusing a request politely
- asking for directions
- saying they don't understand
- polite disagreement
- giving/asking for advice

**OPINIONS**  
I reckon that...  
As I see it,...  
I really believe that ...  
From my point of view...  
I think that....  
From my point of view...

**CHANGING the TOPIC**  
Now that I think about it,...  
By the way, before I forget...  
Talking about...  
That reminds me about...  
Anyway...  
Speaking of...

**Over the Hols...**

**START**

1 How do you feel about spending time with the family?

2 Do you think baking festive treats is a good idea?

3 Is it better to spend time with family or friends?

4 Do you think that reading a book is a relaxing thing to do?

5 How do you feel about walking?

6 Do you think yoga is a good thing to do for yourself?

7 How do you feel about connecting with old friends through social media?

8 What do you think are the pros and cons about picnics?

9 Explain whether or not you find sight-seeing a relaxing thing to do over the hols?

10 Do you find craft making interesting?

11 How would you like to take lots of photos over the hols?

12 What are you doing on your holidays?

13 Is it better to spend time helping others in your community or abroad?

14 Is it relaxing to go on a road trip to explore natural wonders?

**FINISH**

# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (conversation)

23. Use “speed dating” to have students practising their own questions they have written and had checked for correct grammar.



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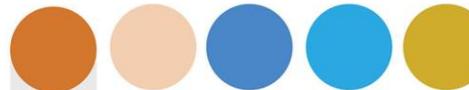


# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (intonation)

24a. Learners **read** along out loud, **while listening** online to narrations by Aussies. Reading as they listen adds another dimension to learner skills.

- They may pause and repeat alone after listening. Then resume play, to see and say the **words read**, at the **same time** (along with the narrator, like overdubbing).
- Improves **pronunciation, chunking** of phrases, **intonation and stress**.
- Ask learners to practise individually or in pairs, listening to and repeating sentences using the same intonation and stress patterns.



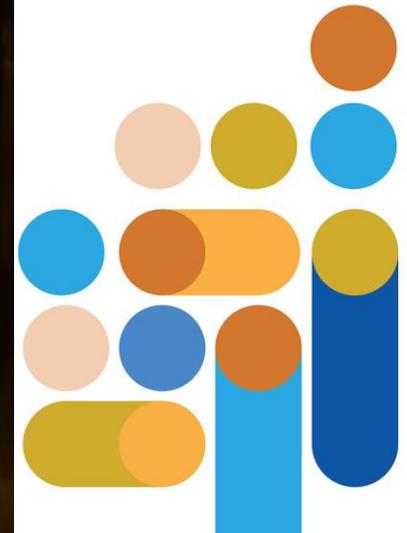
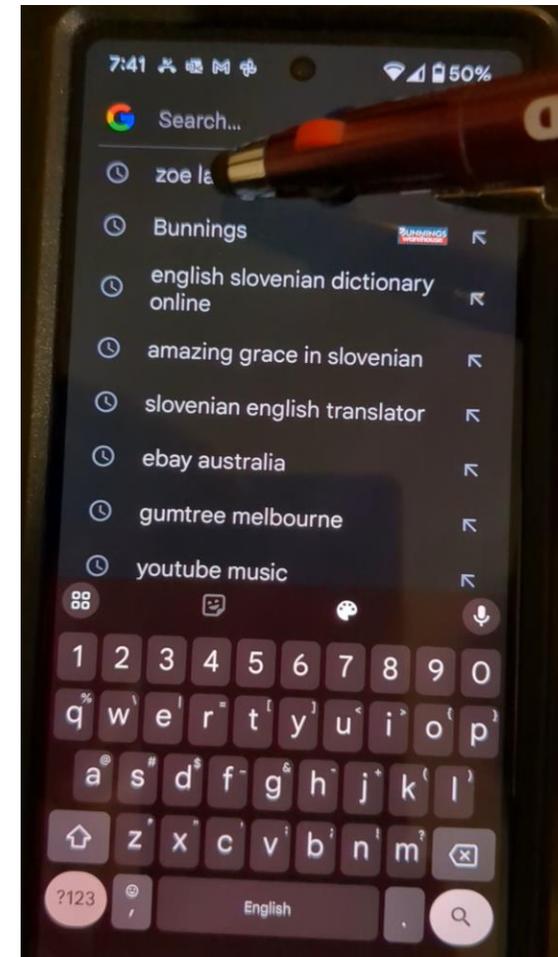
# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (intonation)

24b.Resources = audio books with visible texts.

E.g. The 32 stories of my novel *“Speak English Like Australians!”* by Zoe Lambreas are narrated by various Aussies of different ages.

- Learners can borrow the book from the library.



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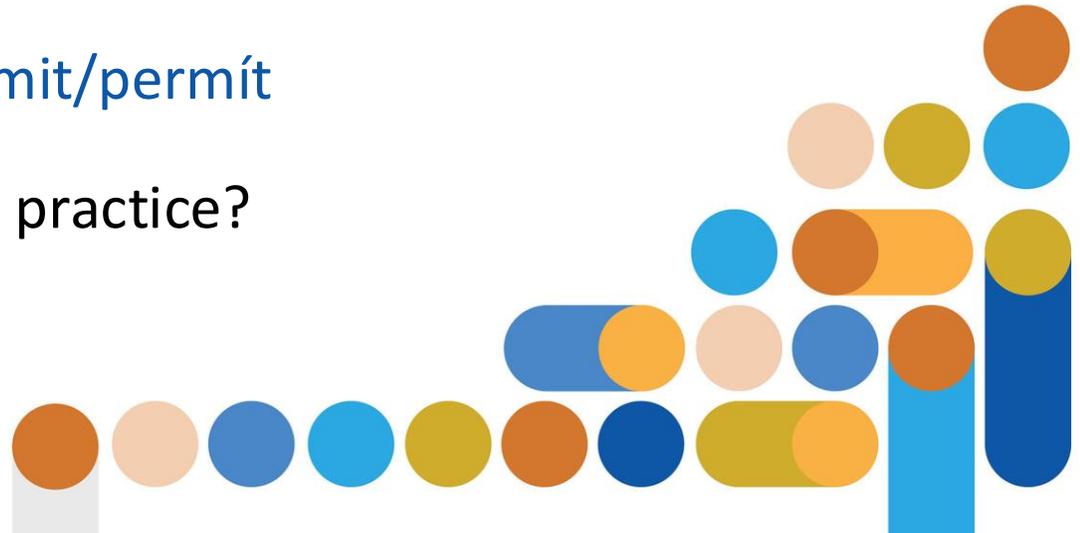
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# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (intonation)

25. It is important to **clarify accent, intonation and stress** and how they are used in Aussie English.

- Experiment with different ways to say these and how meaning is influenced:  
a) I didn't see your friend.      b) Oh.      c) rhythms of...French, Indian, American
- Compare the intonations and accents of:  
d) Pólish & pólish      e) conflíct/cónflict      f) pérmit/permít
- Can you hear the differences? Do you need more practice?



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (intonation)

26. **Rhymes and chants** challenge and delight learners. Importantly, they help with **word chunking and intonation**. Compile some of your own or use famous Mother Goose ones or ask learners to make their own:

Primary school was lots of fun  
We would hide and jump and run  
And in the sandpit we would dig  
Building castles oh so big!

Hickory, dickory, dock,  
The mouse ran up the clock;  
The clock struck one,  
And down he ran,  
Hickory, dickory, dock.

Grandkids  
Pops why don't you play with  
me?  
I want to jump and run!  
I want to go outside right now!  
I think that you should come!



# Mastering Clear English Speech for Success

## Class Activities for Phonetic Improvement (intonation)

27. Practise intonation and build confidence in public speaking by giving learners a topic familiar to them and ask them to give an **impromptu talk** to a group of classmates or before the class. It is a timed talk of perhaps 60 to 90 seconds.

### possible topics:

- Shopping
- My family
- Travelling
- My country
- Favourite Recipe
- Holidays
- Hobby
- Leisure time



# Feedback: Empowering EAL Learners – Pathways into the Real World

Imagine focusing on some-such pronunciation, speaking and listening class activities. You would have a rich and on-going tapestry and plethora of activities, to enliven your classes for years, and to excite learners to be active members of our society.

You would enhance the confidence, pronunciation and speaking skills of your learners, so they feel more comfortable to get involved in their communities, for employment, health or social reasons!

**\*\*P.S.** What do you think? Is there a need for this type of course focusing on phonetics and Aussie expressions?

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# Thank you for your Attention & Attendance Today.

Do you have any questions or comments to share with us?



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