



English Pronunciation Strategies and Techniques

English for Academic Purposes
Workshop Series

Graduate School Professional Development Activities Checklist

	Department and Discipline	Research	Teaching	Career	Ethics
Early Stage (coursework; pre-doctoral)	<input type="checkbox"/> Learn about programs and resources <input type="checkbox"/> Synch to the professional development calendar <input type="checkbox"/> Develop a strategic plan with your academic adviser <input type="checkbox"/> Meet with your subject librarian	<input type="checkbox"/> Explore resources for internal and external grants and fellowships <input type="checkbox"/> Sign up for COS and register professional profile <input type="checkbox"/> Apply for grants and fellowships	<input type="checkbox"/> Explore Kaneb Center programs and resources <input type="checkbox"/> Attend TA Orientation <input type="checkbox"/> Begin working toward teaching certificates	<input type="checkbox"/> Explore Career Center programs and resources <input type="checkbox"/> Complete a self-assessment <input type="checkbox"/> Build your campus network <input type="checkbox"/> Build your CV <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Explore Office of Research, Riley Center, and Center for Ethics and Culture <input type="checkbox"/> Complete Responsible Conduct of Research (RCR) training <input type="checkbox"/> Complete the required ethics workshop
Mid Stage (master's research; candidacy exams)	<input type="checkbox"/> Assess your strategic plan <input type="checkbox"/> Meet departmental milestones <input type="checkbox"/> Develop a network within your department <input type="checkbox"/> Pursue leadership and service options <input type="checkbox"/> Join professional organizations and build your external network	<input type="checkbox"/> Participate in academic writing workshops <input type="checkbox"/> Attend and present at conferences <input type="checkbox"/> Apply for grants and fellowships <input type="checkbox"/> Volunteer as a journal reviewer	<input type="checkbox"/> Complete a mentored teaching experience <input type="checkbox"/> Take a summer teaching course <input type="checkbox"/> Arrange for teaching observation/consultation <input type="checkbox"/> Start building portfolio	<input type="checkbox"/> Explore career opportunities for your field <input type="checkbox"/> Identify your transferable skills <input type="checkbox"/> Draft application materials <input type="checkbox"/> Seek internship opportunities <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Reflect on the ethical dimensions related to your research <input type="checkbox"/> Attend ethics and compliance lectures
Late Stage (dissertation; job search)	<input type="checkbox"/> Request references and identify job opportunities <input type="checkbox"/> Mentor junior students <input type="checkbox"/> Meet all deadlines <input type="checkbox"/> Write and practice your job talk <input type="checkbox"/> Attend a dissertation defense <input type="checkbox"/> Report placement to Graduate School	<input type="checkbox"/> Form a dissertation reading/writing group <input type="checkbox"/> Build international and interdisciplinary network <input type="checkbox"/> Publish your research <input type="checkbox"/> Devise a 5-year research plan <input type="checkbox"/> Apply for dissertation fellowships <input type="checkbox"/> Identify funding sources for continued research	<input type="checkbox"/> Apply for advanced teaching certificate <input type="checkbox"/> Pursue "Instructor of Record" opportunities <input type="checkbox"/> Finalize portfolio <input type="checkbox"/> Develop teaching demonstration for academic interview	<input type="checkbox"/> Finalize job application materials <input type="checkbox"/> Tap into your professional network for job opportunities <input type="checkbox"/> Learn how to interview and negotiate <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Participate in an ethics class <input type="checkbox"/> Serve as a role model for junior graduate students on negotiating ethical issues in your research <input type="checkbox"/> Attend ethics and compliance lectures



Professional Development at Notre Dame

- Check out the list of upcoming workshops on the Graduate School's website:
 - www.nd.edu



Introductions



GOAL

- The goal is not to eliminate your accent.
- The goal is to make yourself understood, especially by native English speakers.



Step 1: Self-Assessment

- Where do you need to improve?
- Two Ways to Self-Assess
 - Pay attention in daily conversation.
 - Record yourself and then listen.



Self-Monitoring in Conversations

- When you speak, pay attention to what words and sounds others have difficulty understanding.
- Keep a list.
- Look for patterns.



Self-Monitoring, cont.

- When you listen, what sounds do you have trouble hearing?
- Look for patterns.
- Remember that even if you have trouble hearing a sound or distinguishing between similar sounds, you need to pronounce those sounds correctly when you speak.



Focused Speaking Practice

- **Record Yourself**

- Talk about academic topics as if you were talking to an expert.

- **Listen immediately and again 24 hours later**

- What do you notice about your own speech?
- Which sounds do you have difficulty hearing?
- Where do you pause or hesitate?
- What vocabulary are you using

- **Favor frequency vs. length**

- You will improve more quickly if you record yourself 10 minutes per day than if you try to do 2 hours once a week



Step 2: Practice Isolated Sounds

- Build the muscles in your mouth.
 - Handout: Daily Muscle-Building
- Watch yourself speak in a mirror.
- Over-exaggerate mouth movements and sounds. Make sounds repeatedly or for a long duration.



Muscle-Building

- Rebecca Linqvist Video (begin at 55 seconds)
- <http://www.youtube.com/watch?v=z8VIk1CZBbQ>



Practice Isolated Sounds, cont.

- Learn how to make the sounds correctly
 - Listen to others
 - Watch others speak: jaw, lips, tongue
 - Find out what mouth position is necessary (especially when you have trouble hearing the sound)
 - Ask a native speaker if you are making the sound correctly



Remember...

- Don't just learn sounds in isolation.
- Work the sound into words.
- Work the sound into sentences.



Video: The Basics

- Unit 1, Start with “Overview”
- 10 minutes



Activity: Make a Key Words List

- Handout: Building a KEY WORDS List
- Make at least 5 cards.



Voiced vs. Unvoiced Consonants

- Video: Voiced vs. Unvoiced Consonants (1 minute)
- Specific Consonants by Request



Step 3: Don't give up!

- Improving your pronunciation takes time and consistent practice.
- Favor frequency over duration.



Step 4: See the results!

- Watch as your practice of isolated sounds improves your pronunciation in everyday speaking.



Resources

- Rachel's English
 - <https://www.rachelsenglish.com/>
- Pronunciation Power
 - Software on CSLC computer



Resources

- Today's Handouts are from:
Pronunciation for Success by
Colleen Meyers and Sheryl Holt
- *Targeting Pronunciation* by Sue
Miller



One-on-one Tutoring

- Make an appointment with an EAP fellow
- Tuesday 3:00-6:00
- Wednesday 2:00-5:00
- Thursday 9:00-12:00
- Friday 9:00-12:00



Pronunciation Class

- Pronunciation Strategies and Techniques for English Language Learners
- AL 73003 - Section 01: Pronunciation Strategies & Techniques for ELL (CRN 15883)
- Search under: Arts and Letters, Non-department
- Professor: Stew Markel



Upcoming EAP Workshops

Tuesday, Apr. 16	<p style="text-align: center;">Talking with Others About Your Research Co-sponsored with the Graduate School Fellowship Office</p>
Wednesday, Apr. 24	<p style="text-align: center;">Cover Letters for Academic Jobs Co-sponsored with the Career Center</p>