



SELF-LEARNING ACTIVITY 1 – GUIDED ORAL REPETITION

OBJECTIVES

Improve English (or other foreign language) pronunciation. This is a useful exercise to work on controlled speech, the pronunciation of specific words and the rhythm and intonation of a second language based on the imitation of a native model.

TIME REQUIRED

A guided repetition session in a second language can have a very flexible duration, between 10 and 40 minutes, depending on the level of competence of the student, the length of the oral text or the time available.

NUMBER OF PEOPLE

Individual.

TECHNICAL REQUIREMENTS

A playback and a recording device. It can all be done on one computer or use the computer to playback and a recorder or a mobile phone to record.

INSTRUCTIONS

Choose an oral text in the second language suited to the learners' level and of an appropriate length (120-300 words) and make the transcript. It may be a spoken text from a listening comprehension exercise in the textbook used, it may be taken from an audiobook of an adapted level, or it may even be from a YouTube interview. The procedure consists of the following four stages:

1. Read the spoken text. This reading exercise should be done in order to activate learners' lexical representations as they pronounce them internally. This reading is done in two phases, the first in silence, the second aloud. Each of these readings can be done several times.
2. Listen to the text while reading it silently. This makes it easier to notice the differences between our pronunciation of the words we have read aloud and that of the native speaker. It is a good idea to do this exercise several times,

paying attention first to the pronunciation of words, and then to the rhythm and intonation.

3. Listen and repeat the text sentence by sentence, i.e., listen to a sentence and repeat it as carefully as possible. You can repeat each sentence several times, record it and compare it with that of the native speaker, and repeat it again until you are satisfied. The closer our repetition resembles the sentence uttered by the native speaker, the better.
4. We move on to this last stage when we are convinced that we can say each sentence of the text with a good level of articulatory accuracy and phonetic correctness and fluency. In this phase, we will listen to the whole oral text and look at the whole at the level of speed of speech, rhythm and intonation. We will repeat the text several times and record it and compare it with the native speaker's production of the text. The aim is for our oral production to be as close as possible in all respects to the oral production of the text by the native speaker.

SELF-EVALUATION AND REFLECTION GUIDE

It is important to reflect on the most salient differences between the model of speech production we imitate and the learner's own speech production:

- In what specific aspects did my own speech production initially differ from that of the native speaker? Emphasis may be placed on one or more of the following aspects: correctness of word pronunciation, specific sounds that are difficult to produce, word stress, oral fluency, speaking rate, rhythm and intonation.
- What have I had to do to change my pronunciation from that of the native speaker?
- In what areas has my production of the specific spoken text in this exercise improved compared to my initial oral production? What are the areas in which I still have significant room for improvement?