

WORD PROMINENCE

generally refers collectively to variations in pitch, loudness, and the length of the vowel of a word within a sentence.

THE SITUATION....

- Classes of 30 x 1st year Regional Policy majors**
- Compulsory course called 'Communicative English' -prescribed rubric and syllabus**
- Varying levels of motivation**
- 2 x 2-minute presentations per semester**

INITIAL READING...

While I can exercise a fairly conscious choice over my selection of words, my choice of word prominence seems much less conscious. It's as if it comes from deeper within me, from another part of my brain which is less open to my conscious intervention.

- Underhill, A

A HAPPY COINCIDENCE...

The
Communicative
Value of Intonation
in English

Brazil, David

BRAZIL'S (1997) REASONING...

- 1) Grammatical function**
- 2) Attitudinal function**
- 3) Accentual function**

□

1. Grammatical Function

**Nouns, main verbs, adjectives
and adverbs are prominent**

Draw a line under them.....

□

2. Attitudinal Function

**It can express emotion or attitude.
Where do you want to make an
impact?**

**Draw two lines under those
words.....**

□

3. Accentual Function

Word prominence can change the meaning or nuance.

Draw two lines under them, too....

□

An example...

I didn't say he stole the money

I didn't say he stole the money

I didn't say he stole the money

I didn't say he stole the money

I didn't say he stole the money

I didn't say he stole the money

I didn't say he stole the money

□

LET'S HAVE A GO!

Last night, I cooked myself the most amazing ribs in the oven. I cooked them low and slow for over 3 hours before enjoying them with some coleslaw which was admittedly store-bought. I'm trying to cut down on carbs, but I'm not convinced that meal helped with any weight loss.

LET'S HAVE A GO!

- WRITE ABOUT THIS MORNING'S BREAKFAST OR LAST NIGHT'S DINNER
- ANNOTATE THE TEXT
- READ IT ALOUD

STUDENT FEEDBACK

- Mostly Positive**
- Students seemed unaware of how to use word prominence**
- Students began to annotate their scripts without prompting from the teacher**
- Students can be creative with it**

DISCUSSION...

- 1) How could the annotation system of underlining be improved?**
- 2) How could the student's development in this area be gauged?**
- 3) Do you implement any activities in your classroom that consciously focus on the way students speak?**

□

AN OPINION...

**Intonation is ignored by the majority of the
TESOL profession**

- David Crystal

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