Mirroring Project:  
A Contextualized and Integrated Approach to Pronunciation Teaching  

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How?

**Step 1: Identify major pronunciation challenge**  

What pronunciation feature is getting in the way the most?

**Step 2: Choose appropriate model**  
http://www.youtube.com/watch?v=c-sxBTNF2U8

What model best illustrates the desired feature?

**Step 3: Analyze the speaker.** (View transcript on back.)

What is the speaker trying to accomplish in the segment? Persuade? Teach? Macro-Analysis: How is the speaker communicating his/her message effectively (pace, pausing, pitch, pronunciation, nonverbals)? Micro-analysis: Transcribe 7 – 10 consecutive sentences. How’s the speaker using those features to convey his/her message effectively?

**Step 4: Mirror the original recording.**

How can I best practice using the original video recording? How can I transfer what I’m learning from my model to my own speech? (Use read, look up, and say technique.)

**Step 5: Practice and Reflection.**

**Record “cold” version.** http://mediamill.cla.umn.edu/mediamill/display/156112

How well am I doing so far? What do I still need to improve?

**Record “final” version.** http://mediamill.cla.umn.edu/mediamill/display/157042

What have I improved? What do I still need to work on in the future? How?

**Tips for Success?**

1. [Ted.com](http://www.ted.com) videos are good because they have transcripts. Students can replay each sentence/thought group over and over.
2. Help students choose an appropriate model, e.g., one student wanted to use Italian speaker with strong non-native rhythm and intonation patterns.
3. Require students to type transcript in large font (Times New Roman 22 or 24) — one thought group per line with focus word in bold.
4. Ask students to imagine a time when they experienced the emotion.
5. Ask Ss to view video with sound off to focus on non-verbals and emotions expressed.
1. The night before I was heading for Scotland

2. I was invited to host the final of China’s Got Talent show


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