



UNEX Improving Reading Practices



Title: How tongue twisters speed up our reading



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Title: How tongue twisters speed up our reading**Keywords:** fluency, speed, correction, improvement, ReadingForPleasure**Duration:** 10-20 minutes. *The teacher sets the time.***Description:**

This activity makes students practice both reading, reading comprehension skills as well as speaking.

In order to improve our students' reading fluency while reading out loud in front of the class, we practice different phonemes in different environments by means of tongue twisters and fun. Thanks to the characteristics of tongue twisters and their likely funny perception by the students, a relaxed and motivated learning atmosphere will be created. The tongue twisters to use may vary from group to group as each class will present individual characteristics and needs in reference to pronunciation and fluency. Nonetheless, below you will find a list of useful tongue twisters.

How do we proceed and what do we need in order to carry out this activity?

First of all, we need to be aware of the book(s)/text(s) that is being worked on in the term and its characteristics in terms of language and style as to know that will help the teacher to choose matching tongue twisters. The tongue twisters be written on a piece of paper which is folded and stored in a bowl or any other suitable recipient. (You may adapt this pre-step by involving your students and let them, after an initial reading process, choose different tongue twisters and collect them, being supervised by the teacher).

Step 1: "Competing in speed". This first activity then consists of dividing the class in two groups and letting one of the students from each group randomly choose a piece of paper from the tongue twister bowl. Then, one group member will have to practice it for a maximum of 1 minute, receiving help from his/her group and then present it to the class. The group who is faster and commits less mistakes will get a point (which will be written down on the blackboard by the teacher). Depending on the size of the groups, this step will be repeated as many times as possible until each student has participated saying a tongue twister. The total duration of this step should not exceed 10 minutes.

Step 2: "Reading goals". After having finished Step 1, the students will be asked to read the text/book extract on which they are working on currently; first of all, for themselves. After a maximum of 5 minutes, the teacher may choose / ask for volunteers who will read out loud a certain passage of the text paying special attention to correction, pronunciation and speed.

Objectives:

Please list the objectives you want to achieve (short and long term)

1. Increase the students' motivation for reading
2. Improve student's reading comprehension
3. Improve reading speed

Activity(ies) (Stages):

1. Teacher: choose the texts/books for the term according to legislative frame
2. Teacher: read the texts/books in order to know the style and language they deal with
3. a. Teacher: choose 10-12 tongue twisters and write them down on little, equal shaped pieces of paper, store them in a bowl
b. Teacher and students: choose 10-12 tongue twisters and write them down on little, equal shaped pieces of paper store them in a bowl
4. Teacher: divide class into 2 groups of equal amount of students
5. Step 1
6. Step 2
7. Possible follow-up activity: Make students choose difficult words (in terms of pronunciation, fluency) and make up proper tongue twisters by their own (in group work or individually)

Tips for trainers

1. Be aware of students' characteristics
2. Know students' pre-knowledges
3. Dispose of several tongue twisters in order to be able to switch
4. Control timing and let students know about the timing

List of resources, materials etc.

1. Tongue twisters
2. Texts/books
3. Bowl
4. Paper, pens

Evaluation/Feedback

Are the students motivated to do this activity? Yes No

Do all the students participate in the tongue twisters? Yes No

Would they participate again in this activity? Yes No