**Pronunciation Keypad: Practice perceiving and producing stress differences**

This activity, adapted from its use in ESL contexts, can be used with students enrolled in Spanish language or pronunciation courses. Its focus is on learning to produce and perceive words differing only in stress position (although it can be adapted to other pronunciation targets). This activity is best to do soon after teaching the orthographic rules for determining stress position and how stress is realized in Spanish.

Objectives:

* Accurately produce stress differences based on Spanish orthographic rules
* Accurately perceive stress differences based on Spanish orthographic rules

Steps:

1. Instructions (~2 minutes)
   1. Divide students into pairs.
   2. Each student receives a handout with a keypad that has a word associated with each number. Many of these words differ only in stress, e.g. *continuo, continúo, continuó.*
   3. Model how the activity works with an example. Students should use the words to say a phone number to their partner, e.g. *ánimo, practica, terminó, animó, práctica, ánimo, continúo, animo, termino, termino* = 180-371-5299.
   4. After modeling the activity, have students write 4 made-up phone numbers that they will communicate to their partner using the keypad words.
2. Doing the activity (~10 minutes)
   1. Once the students have four numbers written, they are ready to begin the activity.
   2. While students are playing, walk around the class and answer questions and clarify pronunciation of words.
3. Wrap-up (~5 minutes)
   1. To wrap-up, ask for a couple of volunteers to read one of their numbers to the class using the keypad words, and then review all of the words and the orthographic rules for determining stress position. In my experience, students have problems with penultimate stress, in particular making the vowel too short. This is especially true when these words are less frequent than their counterparts with antepenultimate or final stress, e.g. difficulties with *practica* since *práctica* is more frequent.
4. Possible follow-up
   1. Divide students into pairs.
   2. Give one student a list of words with the appropriate accent marks, while the other student receives the same list without any accents (and vice versa).
   3. The students read the words to their partner, who writes in any missing accent marks, and then switch roles.
   4. Go over the pronunciation of both lists as a class.