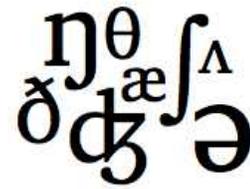


# Introduction to Teaching Pronunciation

TEFL TEA Workshop, Summer 2014  
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## What do you need to know when you teach pronunciation?

1. You need to know about pronunciation: How our mouths produce the various sounds of the language, and how stress, rhythm, connected speech, and intonation work.
2. You need to understand the problems your students might have with pronunciation.
3. You need to know how to teach these things to your students and help them practice effectively.

## The Articulatory System

1. Lips
2. Teeth
3. Tongue
4. Alveolar ridge (tooth ridge/gum ridge)
5. Hard palate
6. Soft palate (velum)
7. Nasal passage
8. Jaw
9. Vocal cords
10. Trachea (wind pipe)



## Consonants of North American English

1. **Voicing:** Are the vocal cords vibrating?
2. **Place of articulation:** Where in the mouth is the sound made?
3. **Manner of articulation:** How is the sound made?

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	p ( <i>pie</i> )			t ( <i>to</i> )		k ( <i>come</i> )	
Voiced	b ( <i>by</i> )			d ( <i>do</i> )		g ( <i>gum</i> )	
Fricative							
Voiceless		f ( <i>fan</i> )	θ ( <i>thick</i> )	s ( <i>sue</i> )	ʃ ( <i>shoe</i> )		h ( <i>hi</i> )
Voiced		v ( <i>van</i> )	ð ( <i>this</i> )	z ( <i>zoo</i> )	ʒ ( <i>beige</i> )		
Affricate							
Voiceless					tʃ ( <i>joke</i> )		
Voiced					dʒ ( <i>choke</i> )		
Nasal							
Voiced	m ( <i>my</i> )			n ( <i>no</i> )		ŋ ( <i>song</i> )	
Liquid							
Voiced				l ( <i>low</i> )	r ( <i>row</i> )		
Glide							
Voiced	w ( <i>we</i> )				y ( <i>yes</i> )		

## Vowels of North American English

1. **Tongue position:** Where is the highest, tensest, or most active part of the tongue?
2. **Lip rounding:** Are the lips very rounded, somewhat rounded, relaxed, stretched wide?
3. **Tense and lax vowels:** How tense are the muscles of the tongue during the sound?
4. **Simple vowels, glided vowels, and diphthongs:** Does the tongue stay in the same position throughout the vowel, or does it move from one position to another?

### Simple & Glided Vowels

	Front	Central	Back
High	iy ( <i>beat</i> ) ɪ ( <i>bit</i> )		uw ( <i>boot</i> ) u ( <i>book</i> )
Mid	ey ( <i>bait</i> ) ɛ ( <i>bet</i> )	ə ( <i>above</i> ) ʌ ( <i>above</i> )	ow ( <i>boat</i> )
Low	æ ( <i>bat</i> )	ɑ ( <i>box</i> )	ɔ ( <i>bought</i> )

### Diphthongs

	Front	Central	Back
		ay ( <i>hi</i> ) aw ( <i>cow</i> )	oy ( <i>boy</i> )

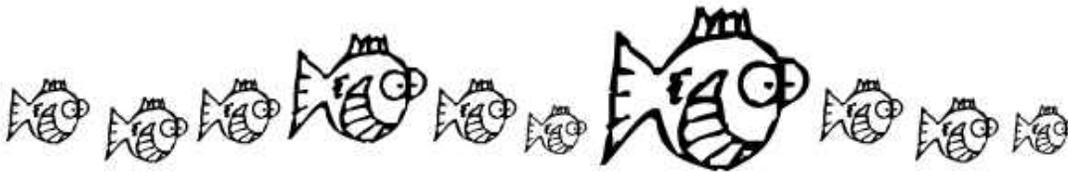
What are the musical aspects of pronunciation?

Syllables and word stress

EL<sup>e</sup>phant

hip poPOT<sup>a</sup> mus

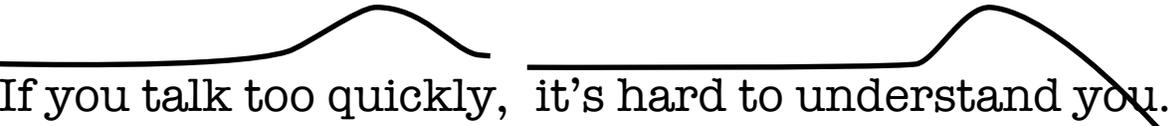
Rhythm



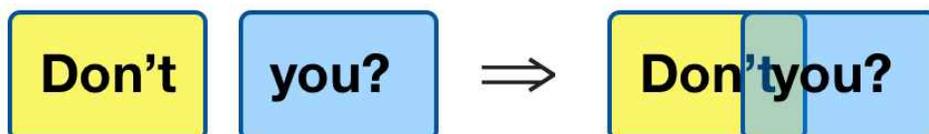
Thought groups and prominence

● ●  
If you talk too quickly / it's hard to understand you.

Intonation

\_\_\_\_\_   
If you talk too quickly, it's hard to understand you.

Connected speech



## How can we teach pronunciation effectively?

- We need to do more than simply teach rules and use mechanical drills. We should use a wide range of techniques and activities. Simple repetition is fine, but we also need meaningful or communicative activities.
- We need to teach and practice both individual sounds (consonants and vowels) and the musical aspects of pronunciation.

### Information Gap Activities

Students work in pairs. Each partner has a different set of information—a picture, a partially filled-out schedule or map, etc. The partners ask each other questions to find out their partner's information and fill in their own gaps. The activity below practices stress patterns in compound nouns.

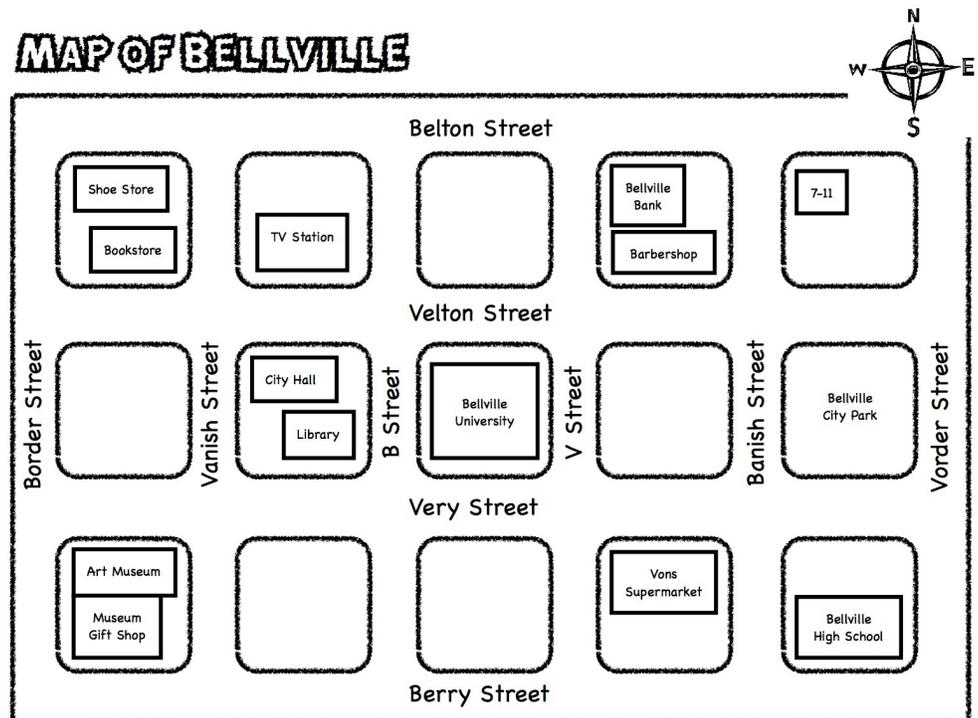
What's on sale today? (Student A)	
Sunday	Toothbrushes and toothpaste
Monday	
Tuesday	Raincoats and tennis shoes
Wednesday	
Thursday	
Friday	Bookshelves and doorknobs
Saturday	Cell phones and laptops

What's on sale today? (Student B)	
Sunday	
Monday	Cupcakes and candy bars
Tuesday	
Wednesday	Volleyballs and baseballs
Thursday	Postcards and travel books
Friday	
Saturday	

### Communicative Activities

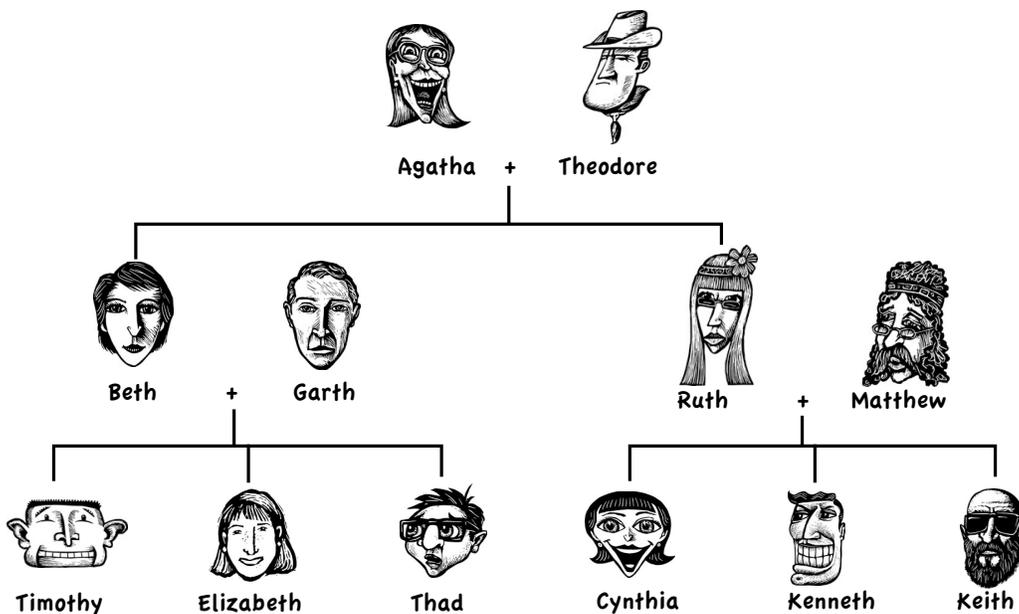
Students work in pairs. One student chooses a spot on the map to represent where he/she is standing now. He/she chooses a destination on the map and asks his/her partner how to get there. ("Could you tell me how to get to the Art Museum?" etc.) The partner gives directions, using the street names. Then students change roles.

### MAP OF BELLVILLE



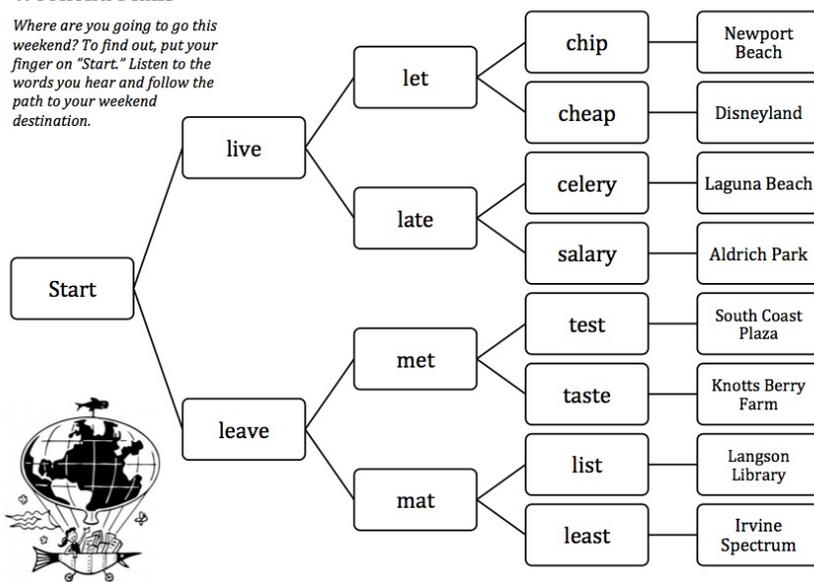
The names in this family tree all contain the /θ/ sound (as in “thick”). Have students ask a partner questions about the people in the family. For example, “Who is Matthew’s mother?” We could also use it as a guessing game: “I’m thinking of someone. He’s Timothy’s son. Who is he?” This activity is based on one found in *Teaching Pronunciation, 2nd Edition* by Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, and Barry Griner. Cambridge University Press, 2010.

### The Thistlethorpe Family Tree



### Weekend Plans

Where are you going to go this weekend? To find out, put your finger on “Start.” Listen to the words you hear and follow the path to your weekend destination.



Tell students they’re planning their weekend. To find out where they’re going to go, you’ll give them some clues. Students point at “Start.” Then read one of the words in the next set of branching boxes. Students follow the line to that box. Continue until you reach one of the destination boxes on the right. Next, have students play in pairs. Partners take turns saying words while their partner follows the path. Based on an activity in *Pronunciation Games* by Mark Hancock, Cambridge University Press, 1995.

## Using textbook materials effectively

/s/ & /ʃ/

/s/			/ʃ/		
<u>s</u> afe	<u>s</u> tamp	<u>S</u> ee you <u>s</u> oon.	<u>s</u> harp	<u>w</u> ashing	shopping for <u>s</u> hoes
<u>c</u> ity	<u>s</u> pring	That <u>s</u> eems <u>s</u> illy.	<u>s</u> heep	<u>n</u> ation	<u>S</u> he went <u>f</u> ishing.
<u>s</u> eem	<u>m</u> essy	<u>s</u> ixty <u>s</u> eashells	<u>s</u> hocking	<u>p</u> ressure	take a <u>s</u> hort <u>s</u> hower
<u>s</u> un	<u>p</u> ossible	the <u>s</u> ummer <u>s</u> ea <u>s</u> on	<u>s</u> hirt	<u>s</u> elfish	delicious <u>d</u> ishes
<u>s</u> alad	<u>m</u> ouse	<u>s</u> trawberry <u>i</u> ce cream	<u>s</u> hade	<u>t</u> oothbrush	a <u>s</u> pecial <u>w</u> ish

/s/	/ʃ/
<u>s</u> ell	<u>s</u> hell
<u>s</u> ip	<u>s</u> hip
<u>s</u> eed	<u>s</u> he'd
<u>s</u> ealed	<u>s</u> hield
<u>s</u> ign	<u>s</u> hine
<u>m</u> yself	my <u>s</u> helf
<u>f</u> asten	<u>f</u> ashion

1. There are sixty seconds in a minute.
2. We don't see many sheep in the city.
3. I wish we had a vending machine in our classroom.
4. My shirt shrank when I washed it in hot water.
5. Strawberry ice cream tastes good on a hot summer day.
6. Sit down and relax. Have a seat on the sofa.
7. My favorite dish is seafood soup. It's delicious!

A TV news report:

Cindy: This is Cindy Simmons, reporting from Chicago, where Celia's Seashell Shop has just been robbed. I'm talking to the owner, Celia Schultz. Celia, can you tell us what happened?

Celia: Yes, I came to work this morning as usual and saw that all my seashells were missing.

Cindy: Oh, no! How many seashells were stolen?

Celia: Sixty-six thousand. I just counted them yesterday.

Cindy: Was any cash missing?

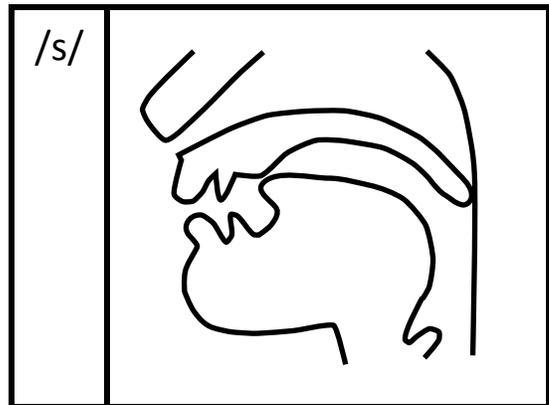
Celia: No, only the seashells. All the cash was still in the cash register.

Cindy: It seems silly to steal the seashells and not the cash. Who could have done such a thing?

Celia: It must have been a seashell collector. I had some really spectacular shells.

Cindy: Well, I hope the police find the thief soon.

Celia: Thanks, Cindy. I hope so too.



## **Multisensory reinforcement techniques: Teaching with all the senses**

**Visual:** Let students see how to pronounce sounds through...

- pictures and diagrams
- phonemic alphabets
- demonstrations (live or on video)
- colors to represent sounds
- models (like giant teeth)

**Auditory:** Let students hear the pronunciation of words and sentences.

- Choral and individual repetition
- Memory pegs: an image or phrase connected to the sound

**Tactile:** Use the sense of touch.

- Stretch rubber bands to represent word stress.
- A feather shows aspiration of stops.
- Hand on throat to feel the vibration of the vocal cords
- Play a kazoo to feel intonation patterns

**Kinesthetic:** Hand and body movements.

- Body movements can be used to represent sounds and suprasegmental features.

### **Drama techniques**

- Plays, skits, role plays, puppets
- Many students feel more comfortable trying out new sounds or intonation patterns when they're pretending to be someone else.

## Shadowing and mirroring

*Shadowing is a technique in which learners listen to and imitate the speakers in a short video clip. Then they try to read the dialog with or slightly after the characters in the clip. Here's how to do it:*

1. Find a short film clip (two minutes or less) with a natural-sounding, self-contained conversation. Find or write a script for the clip.
2. In class, give the students some background about what's happening in this scene. They need to understand what's going on.
3. Play the clip. The students just watch and get the general idea of what's going on.
4. Hand out the script. Go over any unfamiliar words and expressions. Make sure the students understand the script.
5. Have students watch the clip again. This time they should listen for some specific aspect of pronunciation—pauses, intonation, linking, etc. and mark it on their script. If necessary, play the clip again.
6. Have students practice reading the conversation with a partner. Encourage them to try to do it just the way the characters in the movie did—with the same pauses, intonation, feelings, etc.
7. Play the clip again. Ask students to try to read the dialog along with the characters in the film. (This will work best if the characters are speaking fairly slowly.) Repeat if there's time.

## A Conversation from Beauty and the Beast

*The Beast is holding Belle prisoner in his castle, but now he is falling in love with her. In this conversation, he makes a sacrifice so that she will be happy.*

Beast: Belle, are you happy here with me?

Belle: Yes.

Beast: What is it?

Belle: If only I could see my father again, just for a moment. I miss him so much!

Beast: There is a way. This mirror will show you anything--anything you wish to see.

Belle: I'd like to see my father, please. Papa! Oh, no! He's sick. He may be dying, and he's all alone.

Beast: Then, you, you must go to him.

Belle: What did you say?

Beast: I release you. You're no longer my prisoner.

Belle: You mean I'm free?

Beast: Yes.

Belle: Oh, thank you! Hold on, Papa. I'm on my way.

Beast: Take it with you so you'll always have a way to look back and remember me.

Belle: Thank you for understanding how much he needs me.