Pronunciation teaching basics

Robin Walker

PronSIG One-day Event

Strathclyde University

26th October 2019

Outline

1. Basic techniques
2. Discrimination
3. Production
4. Resources

1) Basic techniques

1. Providing a model

   a) By what means – CD or your own voice?

   b) How often and how fast?

   c) Individual or choral responses?

   d) Point or use names?

   e) Model utterance every time?

   f) What order?

   g) Your position?

1) Basic techniques

2. Some students want to know the meaning of some of the vocabulary in a pronunciation exercise.

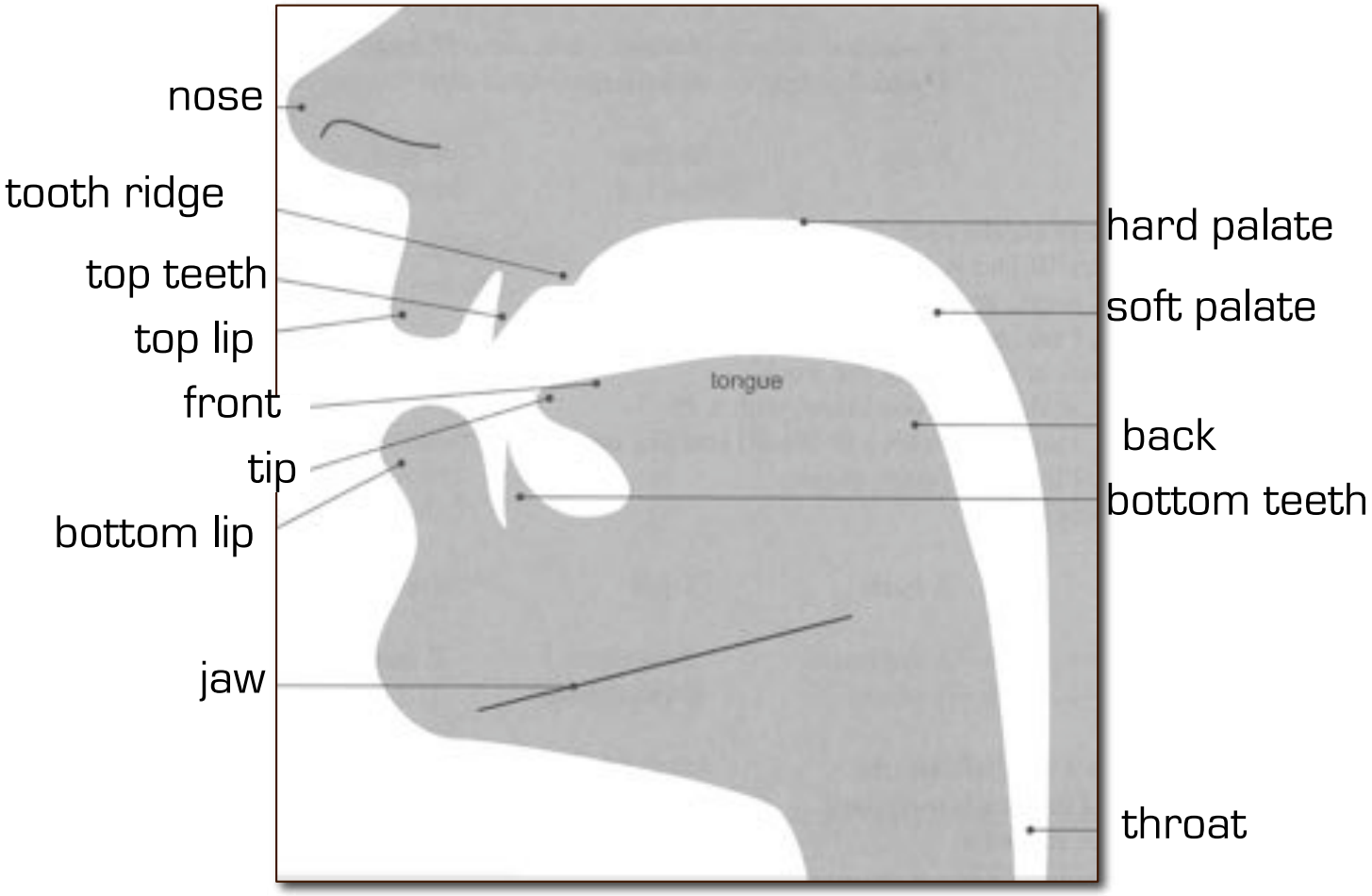
3. Your students want their books open while practising pronunciation.

4. What should you do about mistakes? Should you correct them every time and immediately?

5. What would you do with a student who fails to pronounce something correctly even after various attempts?

1) Basic techniques

6. The naming of parts



1) Basic techniques

7. The oiling of parts

- **O** often
- **I** integrated
- **L**

1) Basics

grammar

Integrated

pronunciation

speaking

3 **GRAMMAR** countable / uncountable nouns; *a / an, some / any*

a Look at the photos. Complete the gaps with *a, an,* or *some*.

1 _____ strawberry
2 _____ tomato
3 _____ rice
4 _____ biscuits
5 _____ onion

b ➤ p.000 Grammar Bank 9A. Learn more about countable / uncountable nouns, etc. and practise them.

c Make sentences with *there's a/an/some…* and *there are some…* Choose food and drink from ➤ p.000 Vocabulary Bank *Food*.

4 **PRONUNCIATION** the letters *ea*

a How is *ea* pronounced in these words? Put them in the correct column.

bread breakfast eat healthy ice cream meat peas steak tea

/iː/	/e/	/eɪ/

b 2 Listen and check. Practise saying them. Which is the more common pronunciation of *ea*?

5 **SPEAKING**

a Make a food diary for yesterday. Write down what food and drink you had. Use ➤ Vocabulary Bank *Food* p.000 to help you.

Breakfast *a cup of coffee, some cereal*

b Work in pairs. Tell each other what you had yesterday. Was it very similar or very different?

I had a cup of coffee and some cereal for breakfast.

English File, 3rd edition
Elementary, Unit 9A

1) Basic techniques

7. The oiling of parts

- **O** often
- **I** integrated
- **L** little

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2) Discrimination

Perception (hearing specific differences)

2) Discrimination

Perception (hearing specific differences)

2) Discrimination

Perception (hearing specific differences)

Curlew
(50–60cm)

Whimbrel
(37–47 cm)

2) Discrimination

Perception (hearing specific differences)

2) Discrimination

Perception (hearing specific differences)

Whimbrel or Curlew?

2) Discrimination

Perception (hearing specific differences)

- sounds in contrast
- same-different
- odd man-out
- classify

- initial / medial / final
- words / sentences
- teacher / pairs-groups

2) Discrimination

Sounds in contrast – *minimal pairs*

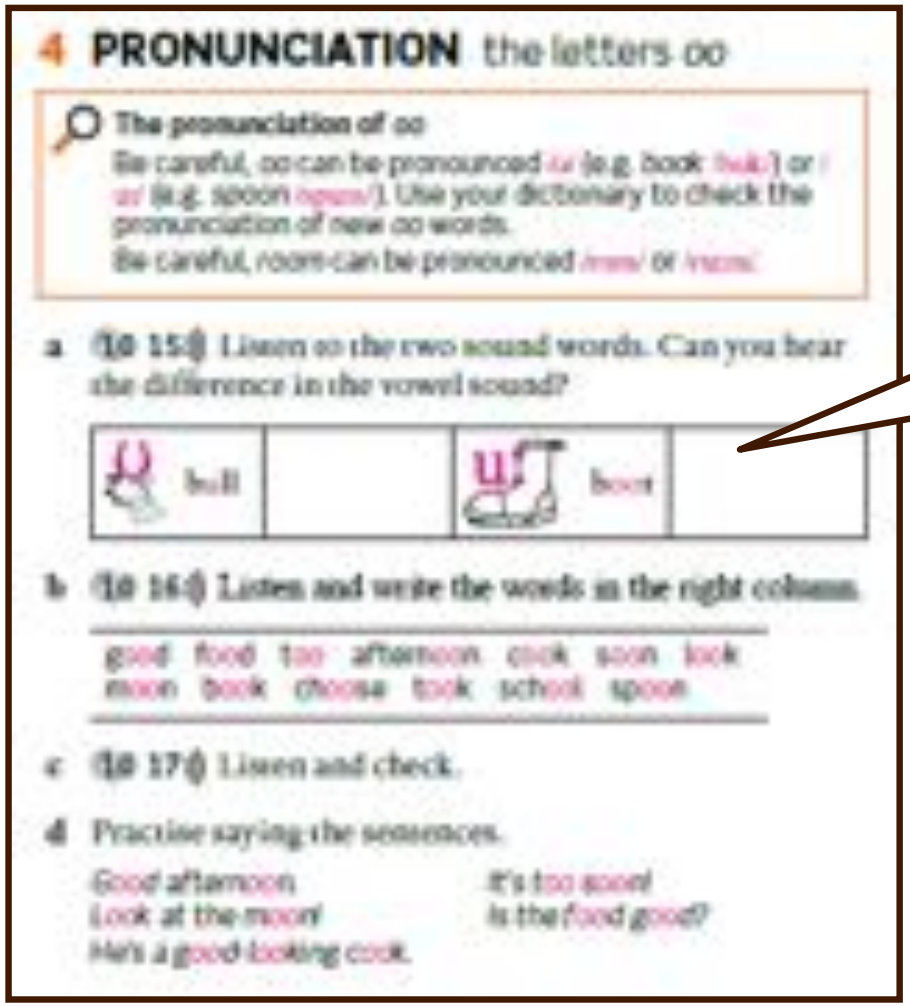
imPORtant

IMpotent

I live in SPAIN

I LIVE in Spain

2) **Discrimination**



4 PRONUNCIATION the letters oo

The pronunciation of oo

Be careful, oo can be pronounced /ʊ/ (e.g. book /bʊk/) or /uː/ (e.g. spoon /spuːn/). Use your dictionary to check the pronunciation of new oo words.

Be careful, room can be pronounced /rʊm/ or /ruːm/.

a (10 15) Listen to the two sound words. Can you hear the difference in the vowel sound?

	bull		boot

b (10 16) Listen and write the words in the right column.

good food too afternoon cook soon look
moon book choose took school spoon

c (10 17) Listen and check.

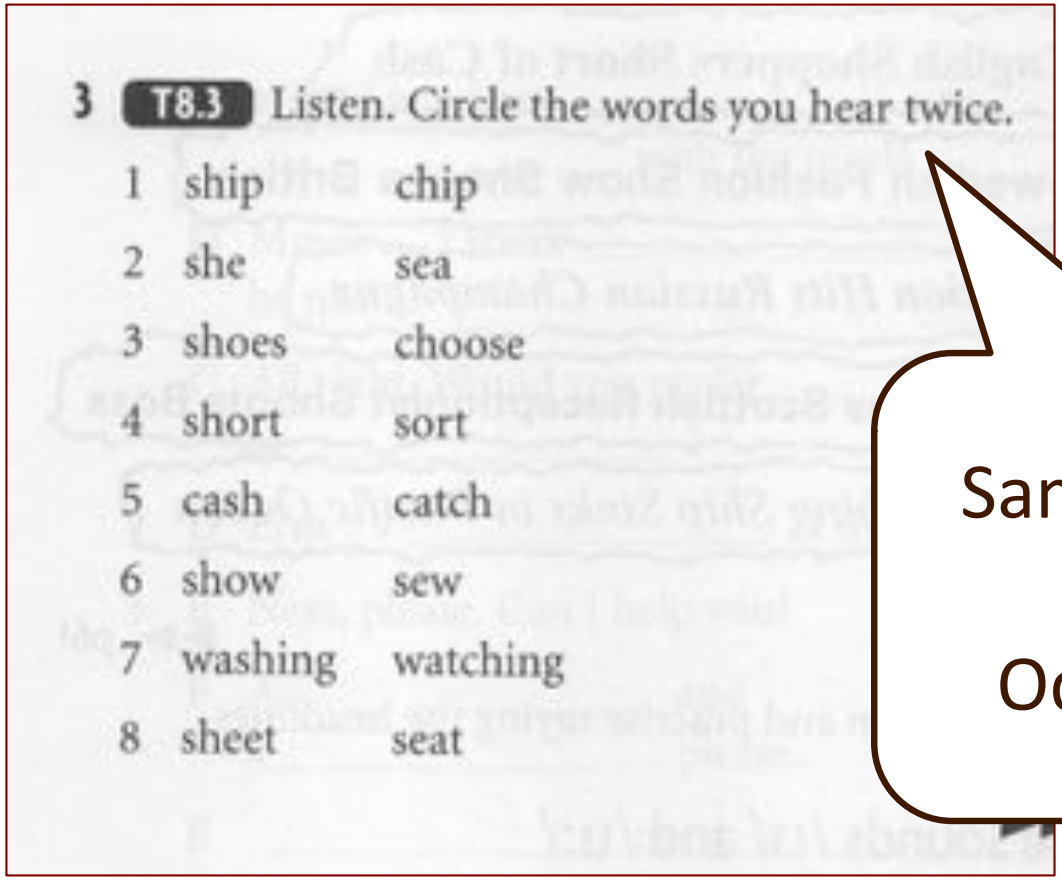
d Practise saying the sentences.

Good afternoon. It's too soon!
Look at the moon! Is the food good?
He's a good looking cook.

Sounds
in contrast

English File, 3rd edition
Elementary, Unit 10C

2) Discrimination



3 T8.3 Listen. Circle the words you hear twice.

1	ship	chip
2	she	sea
3	shoes	choose
4	short	sort
5	cash	catch
6	show	sew
7	washing	watching
8	sheet	seat

Same–Different
or
Odd–one–out

Bowler & Cunningham
The Headway Pronunciation Course

2) Discrimination

2) Discrimination

Sounds in contrast:

classifying sounds

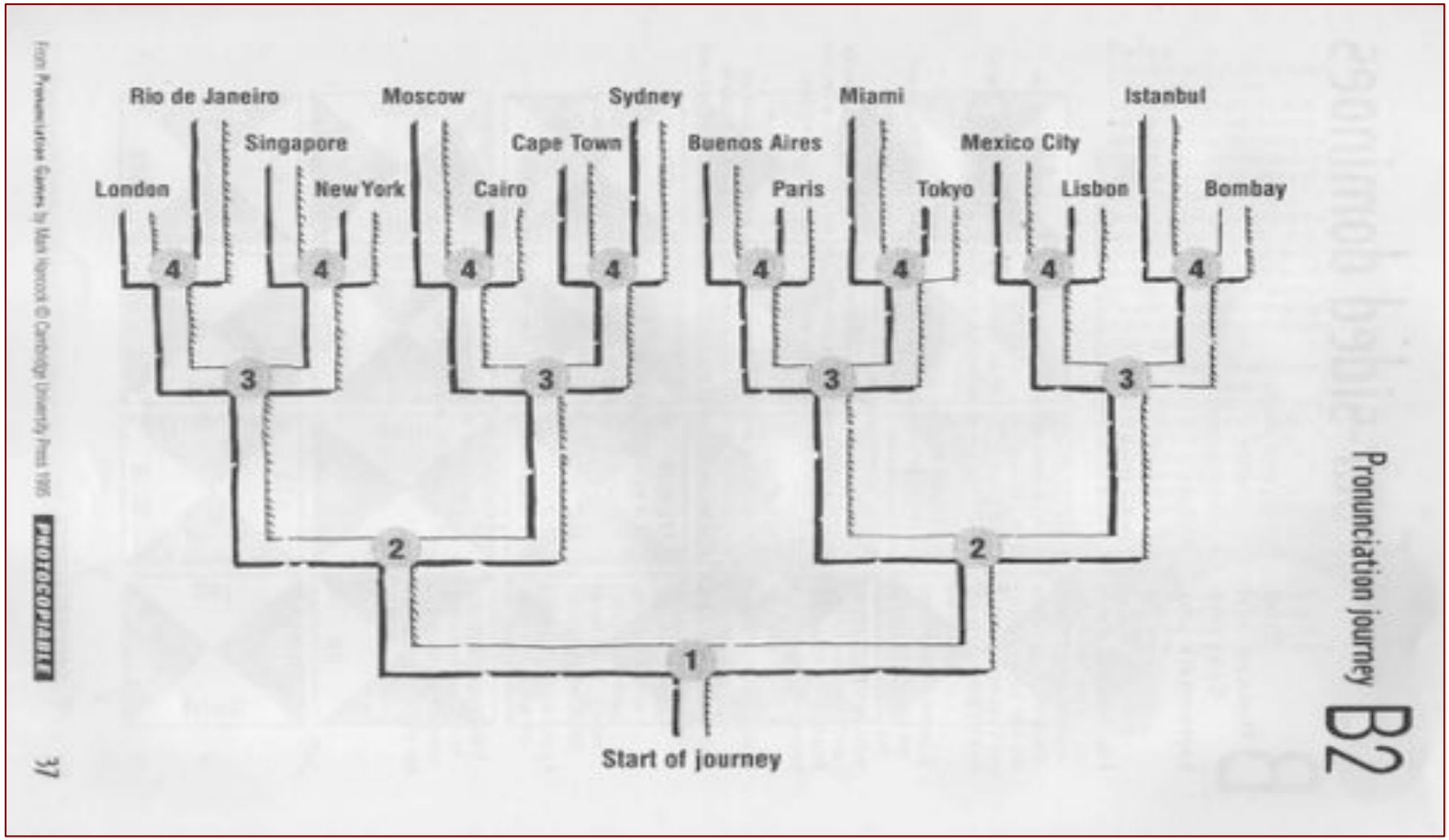
d 12 9 Put three irregular past participles in each column. Listen and check.

bought broken done driven drunk
forgotten given gone known lost
made paid spoken sung taken
thought worn written

English File, 3rd edition
Elementary
Unit 12B

2) Discrimination

Mark Hancock
Pronunciation Games, CUP.



Outline

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3) Production

I – Imitate

D – Demonstrate

E – Explain

A – Associate

S – Stimulate

3) Production

D – Demonstrate

3) Production

D – Demonstrate

Easy	p b m f v θ ð w
OK	t d tʃ dʒ s z ʃ ʒ n
Hard	k g j h r l

3) Production

D – Demonstrate

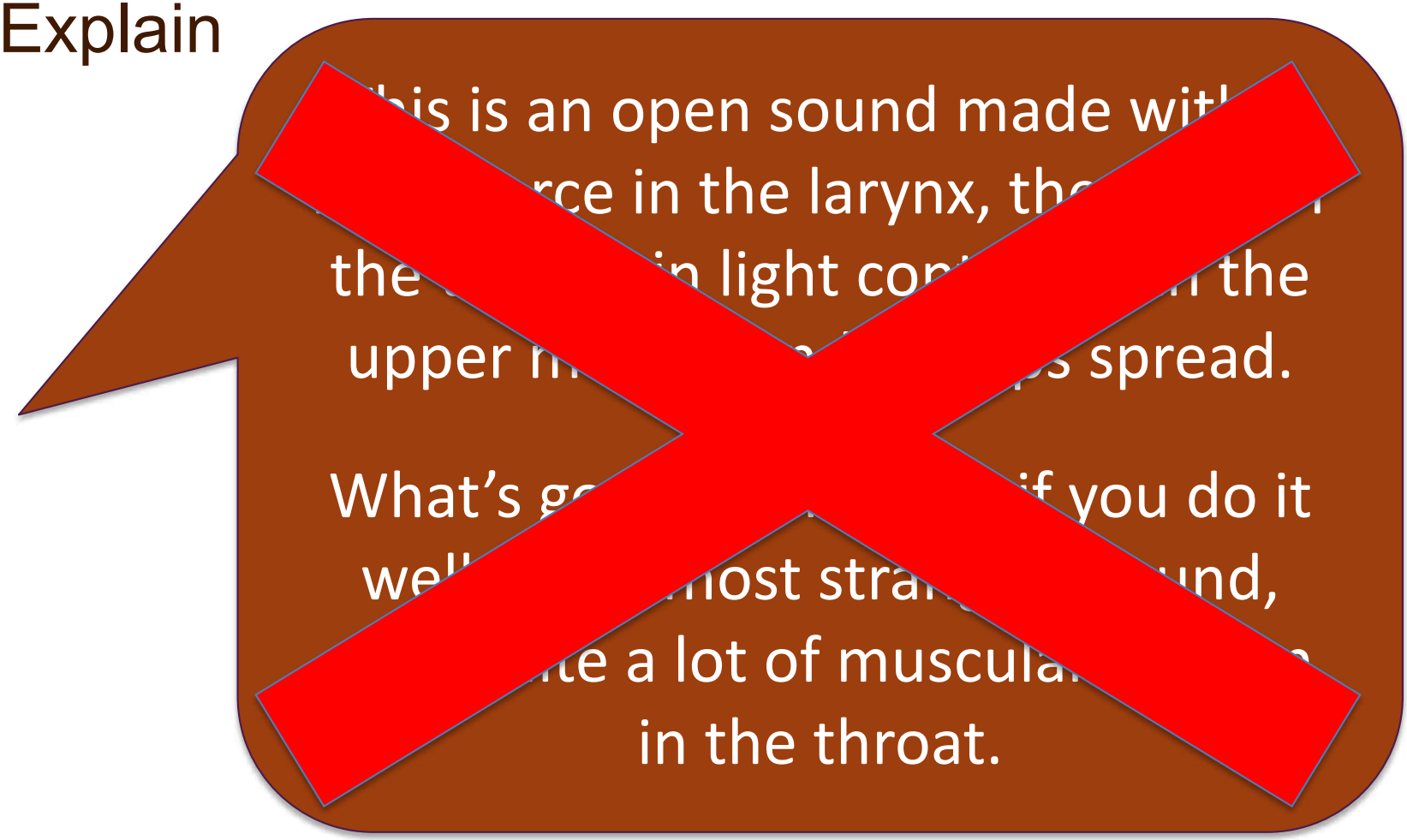
- a natural thing to do
- is physical and visual (multiple intelligences)
- requires no meta-language
- is immediate and on-demand
- can easily be exaggerated / repeated / slowed down / etc.
- can provoke laughter & enjoyment

3) Production

E – Explain

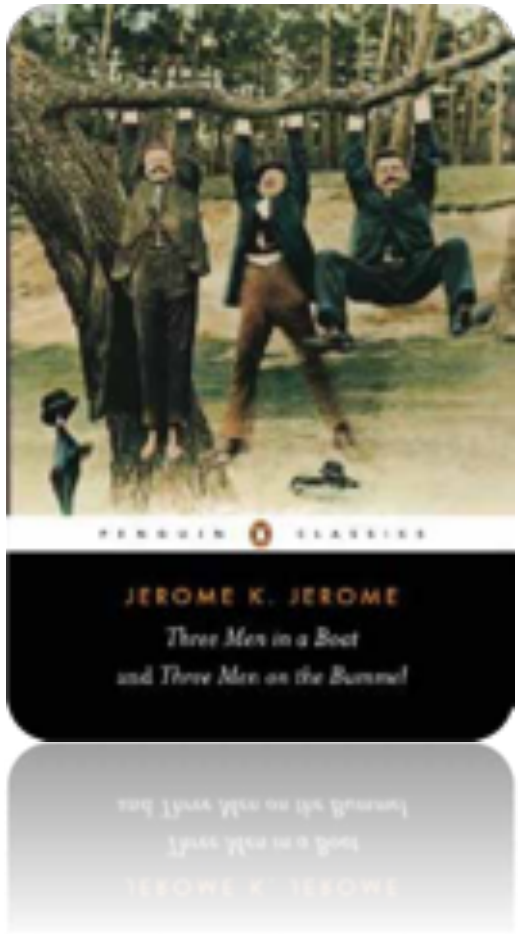
3) Production

E – Explain



3) Production

E – Explain



Press your tonsils against the underside of your larynx.

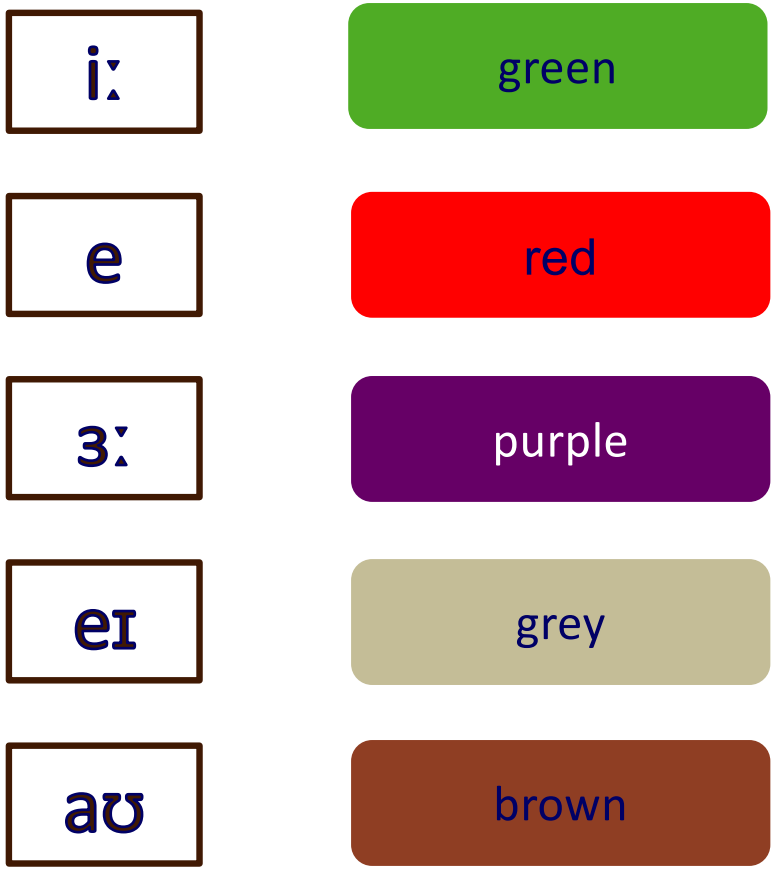
Then with the convex part of the septum curved upwards so as almost but not quite to reach the uvula, try with the tip of your tongue to reach your thyroid.

Take a deep breath and compress your glottis. Now, without opening your lips, say ...

Garoo!

3) Production

D – Associate



3) Production

D – Associate

Clean litter?

1 Listen to these phrases.

1 a clean street

2 a litter bin

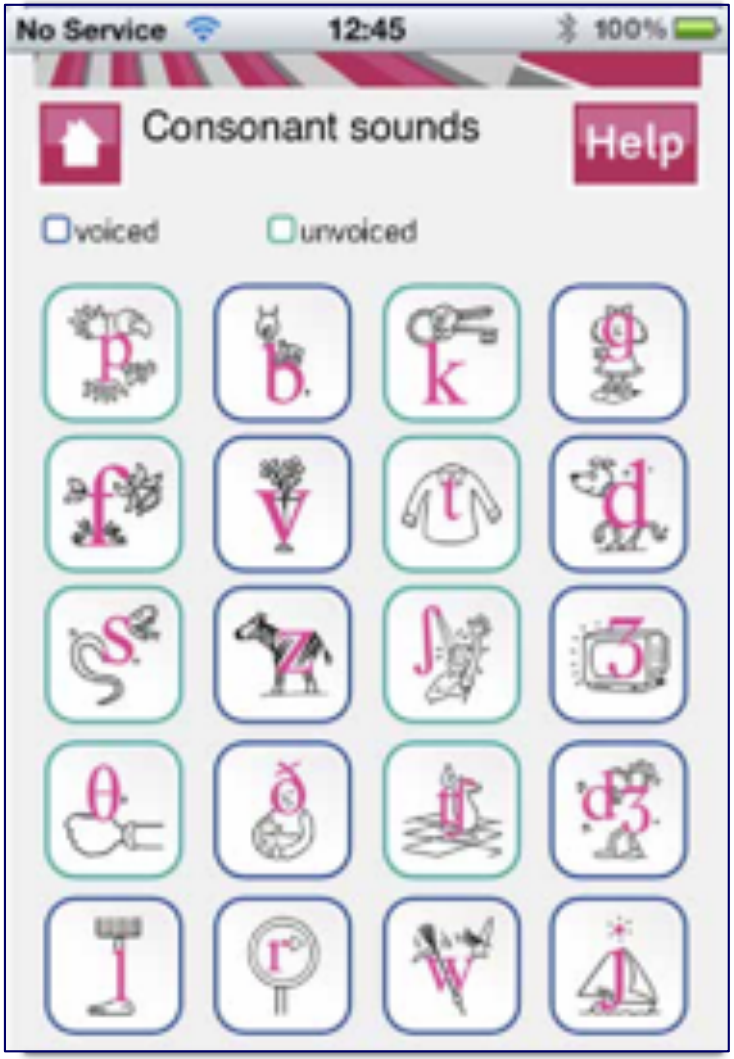
2 Copy these words into your exercise book. Listen. Are they /iː/ words or /ɪ/ words? Write 1 or 2.

English	drink	keep	please
jeans	people	magazine	tin
quiz	busiest	neat	green

3 Listen and check your answers. Repeat the words.

3) Production

D – Associate



3) Production

D – Associate

æ

3) Production

D – Associate

3

3) Production

D – Associate

əʊ

3) Production

D – Associate

/iː/ vs /ɪ/

sheet shit

3) Production

S – Stimulate

- tongue twisters
- spotlighted sounds
- games (minimal pairs (words / sentences)
- communication activities
- songs (ETp 43; EGC web)
- student recordings

Outline

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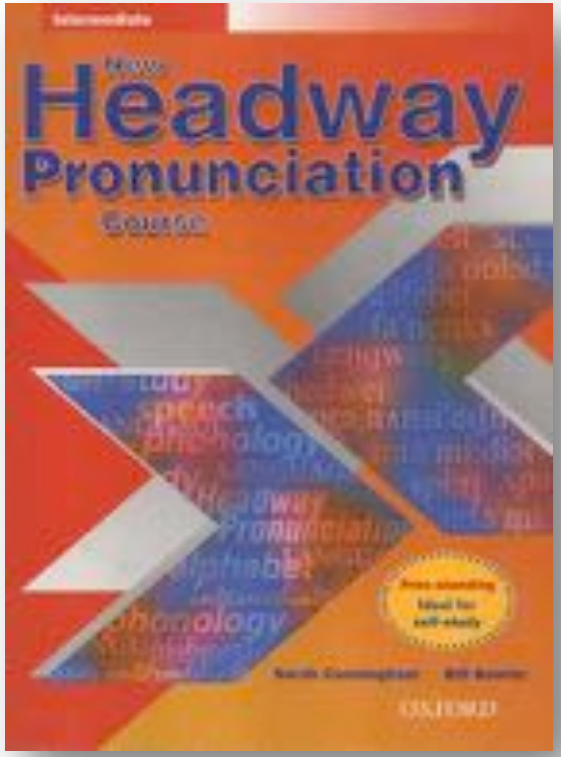
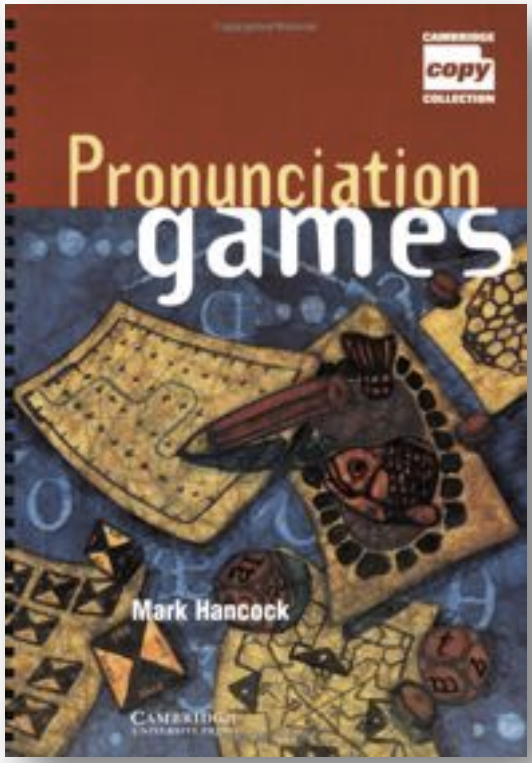
4) Resources

PETER AVERY | SUSAN EHRLICH
Teaching American
English Pronunciation


New
Headway
Pronunciation
Course


copy
Pronunciation
games
Mark Hancock

4) Resources

Walker, R. 2008. ID²EAS for teaching pronunciation. *Modern English Teacher* Vol 27 Issue 1; 11–15.

Available online at: https://englishglobalcom.wordpress.com/articles/

Summary

Web: www.englishglobalcom.com

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