Teaching the Pronunciation of English

Goals, APPS and IDEAS

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Session outline

Part 1 – Importance, goals, priorities, and models

1) Why does pronunciation matter?

2) What is a good goal for our students' pronunciation?

3) What are our teaching priorities?

4) Who are our models?

1) Why does pronunciation matter?

1) The impact on speaking

    a) poor intelligibility   Wrocław

    b) avoidance of vocabulary   infrastructure

    c) avoidance of structures   If I'd known, I'd've learned Chinese

1) Why does pronunciation matter?

2) The impact on listening

   a) recognition

      i. sounds

      ii. words

      iii. sentences

Asia

I'M **GOING** TO WORK
I'M **GOING** TO WORK
I'M **GOING** TO WORK
I'M GOING TO **WORK**

Department of Employment, Trade and Industry

1) Why does pronunciation matter?

2) The impact on listening

b) overload

1) Why does pronunciation matter?

3) The impact on writing

   a) invented spelling
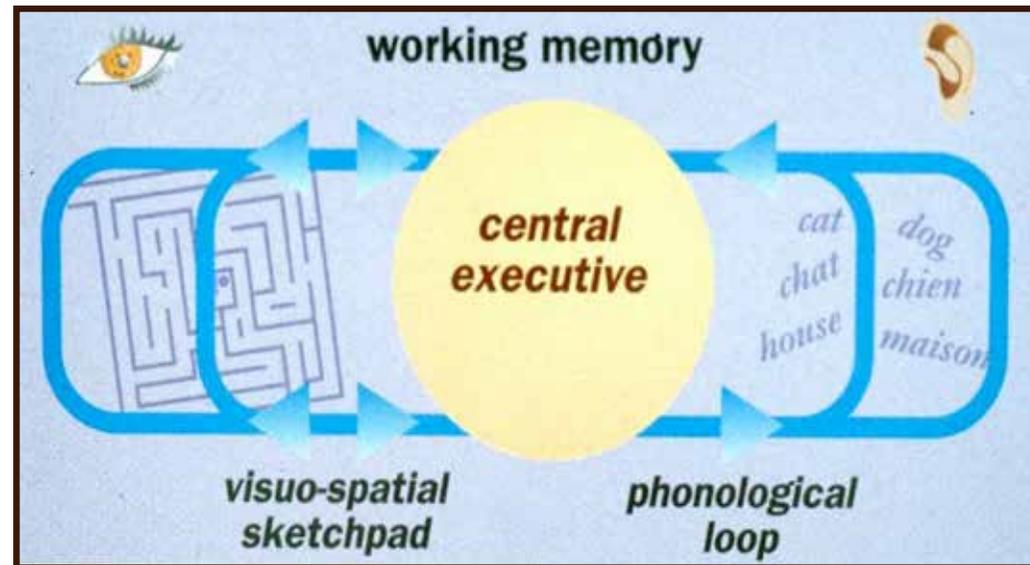
   b) misspelling

a) Łódź

b) White fish with *crap* sauce

1) Why does pronunciation matter?

4) The impact on reading

Catherine Walter: *This suggests strongly that teaching phonology will help L2 learners to read better.*

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2) **What is a good goal for our students' pronunciation?**

3) What are our teaching priorities?

4) Who are our models?

2) What is a good goal for our students' pronunciation?
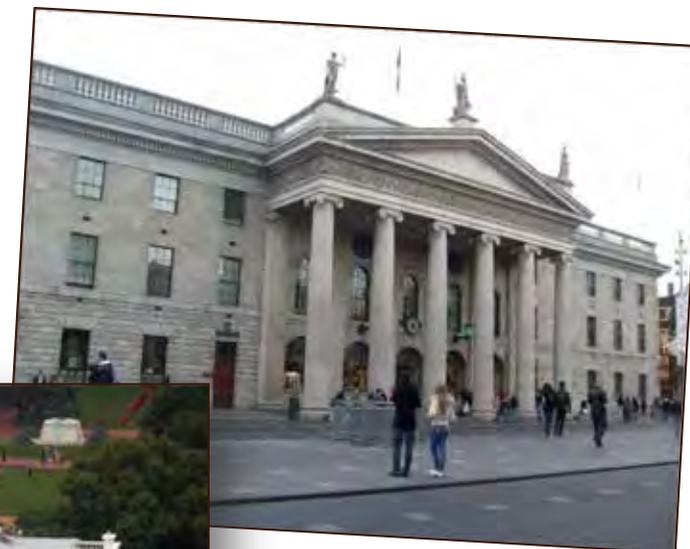
2) What is a good goal for our students' pronunciation?

David Graddol, (2006)
English Next, British Council

In organisations where English has become the corporate language, meetings sometimes go smoothly when no native speakers are present. This is not just because non-native speakers are intimidated by the presence of a native speaker.

Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst lingua franca users.

Talk to the world

2) What is a good goal for our students' pronunciation?

Intelligibility

Derwing & Munro 2008

A *good* accent

... *accent and intelligibility are* NOT *the same thing. A speaker can have a very strong accent, yet be perfectly understood.*

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2) What is a good goal for our students' pronunciation?
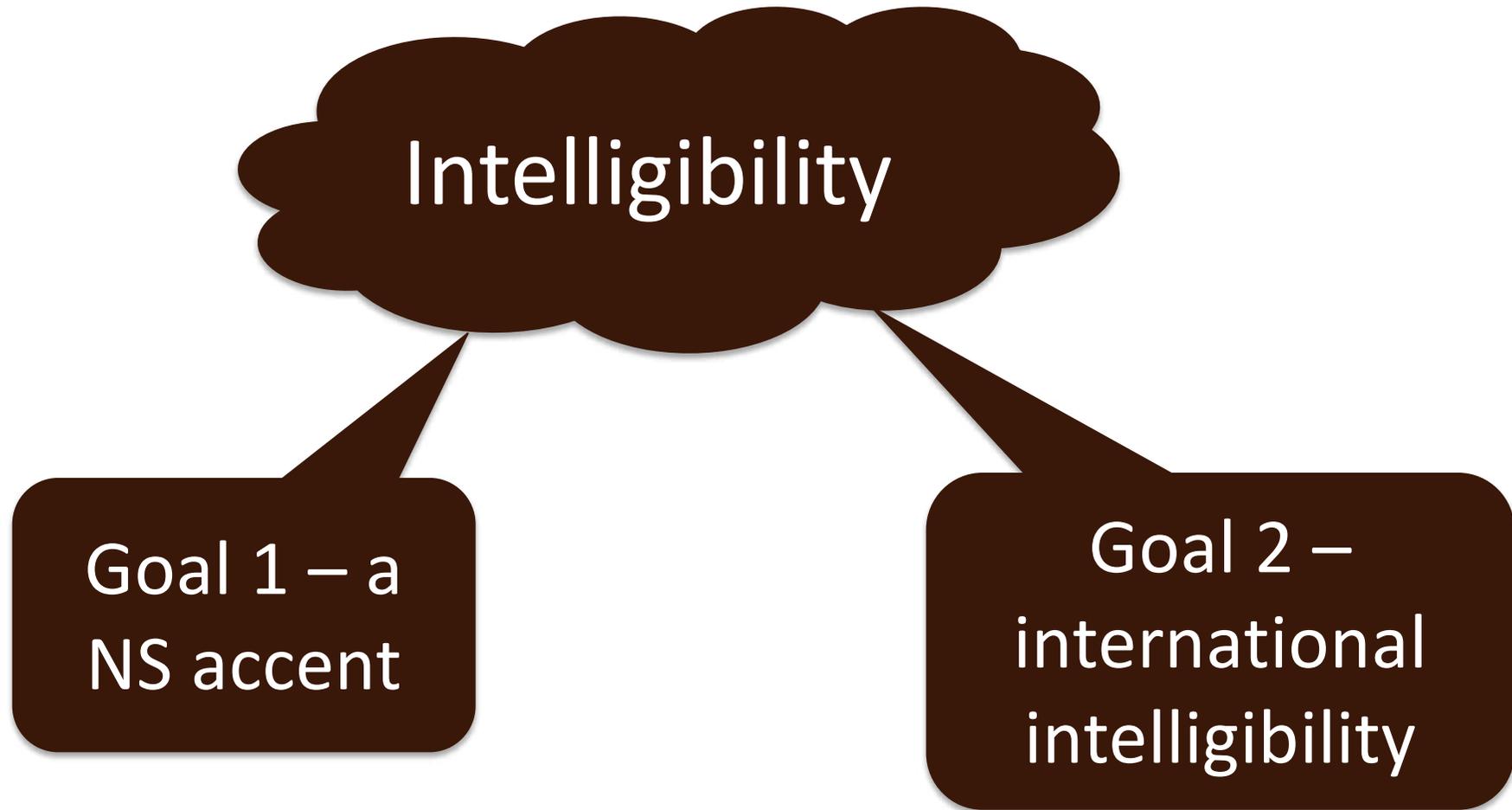

Intelligibility

Session outline

Part 1 – Importance, goals, priorities, and models

1) Why does pronunciation matter?

2) What is a good goal for our students' pronunciation?

3) **What are our teaching priorities?**

4) Who are our models?

3) What are our teaching priorities?

	Goal 1	Goal 2
1. Vowels		
2. Consonants		
3. Clusters		
4. Word stress		
5. Sentence stress		
6. Stress-timing		
7. Weak forms		
8. Schwa		
9. Tones		

Goal 1 = NS accent
Goal 2 = International
intelligibility

VIP = Very Important
IP = Important
NP = Not important

3) What are our teaching priorities?

	Goal 1	Goal 2
1. Vowels	VIP	
2. Consonants	VIP	
3. Clusters	VIP	
4. Word stress	VIP	
5. Sentence stress	VIP	
6. Stress-timing	VIP	
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	

Goal 1 = NS accent
Goal 2 = International
          intelligibility

VIP = Very Important
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Talk to
the world

3) What are our teaching priorities?

	Goal 1	Goal 2
1. Vowels	VIP	IP
2. Consonants	VIP	VIP
3. Clusters	VIP	VIP
4. Word stress	VIP	IP
5. Sentence stress	VIP	VIP
6. Stress-timing	VIP	NP
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	NP

Goal 1 = NS accent
Goal 2 = International
                intelligibility

VIP = Very Important
IP = Important
NP = Not important

Goal 1		International Intelligibility
1. Vowels	VIP	**VIP** **Focus on length**
2. Consonants	VIP	**VIP** **Variation in /θ, ð/ & /r/**
3. Clusters	VIP	**VIP** **Word initial & medial**
4. Word stress	VIP	**IP**
5. Sentence stress	VIP	**VIP**
6. Stress-timing	VIP	Not important
7. Weak forms	VIP	Can reduce intelligibility! *Listening work only*
8. Schwa	VIP	Can reduce intelligibility! *Listening work only*
9. Tones	VIP	Not important

Session outline

Part 1 – Importance, goals, priorities, and models

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4) **Who are our models?**

4) Who are our models?

NON-NATIVE PRONUNCIATION MODELS IN THE TEACHING OF ENGLISH?

Teaching Assistant GABRIELA MIHĂILĂ-LICĂ

This paper tries to show the importance of exposure of learners of English, especially those in the military field, to non-native models of pronunciation.

...becially ...widely ...re very ...nguage ...nd it is ...by the ...ss" of ...he new

speakers are also shaping the language, not only from the point of view of vocabulary and grammar, but also from the point of view of pronunciation, must be taken into account particularly by the teachers of English.

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4) Who are our models?

Murphy, J. M. (2014). Intelligible, comprehensible, nonnative models in ESL/EFL pronunciation teaching. *System: An International Journal of Educational Technology and Applied Linguistics.* 42, pp. 258-269.

This paper reviews purposes for pronunciation teaching, questions the hegemony of native English speaker (NES) models, and explores the possibility of incorporating at least some attention to nonnative English speaker (NNES) models ....

4) Who are our models?

1. Existing NS voices in ELT specific materials from coursebooks or online.

2. Stars and celebrities from sports and the arts who regularly use English in their work.

3. Any school teacher whose pronunciation is internationally understood.

Part 1 – summary

1) Pronunciation matters because it …

2) A good goal for our students' pronunciation is …

3) The *lingua franca core* is …

4) The best models for pronunciation are …

Part 1 – summary

1) Pronunciation matters because it affects every other aspect of learning English.

2) A good goal for our students' pronunciation is international intelligibility.

3) The *lingua franca core* is a good guide to the teaching priorities for international intelligibility.

4) The best models for pronunciation are English teachers who know from experience that they are internationally intelligible speakers.

Part 1 – summary
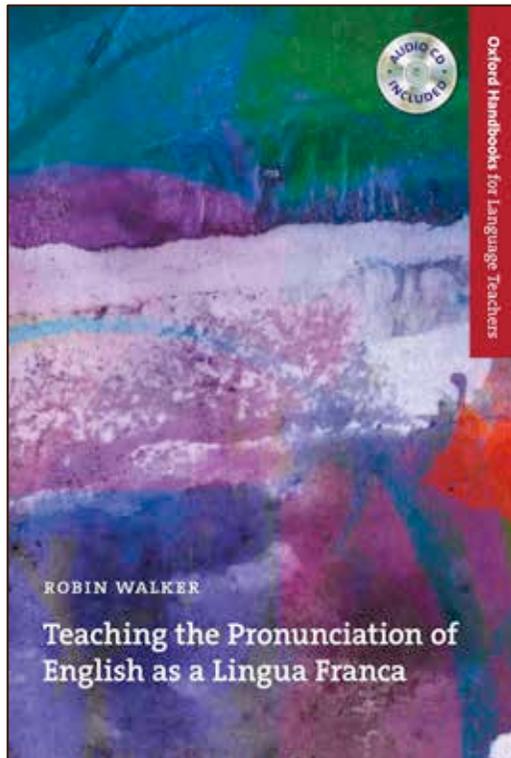
Teaching the Pronunciation of English as a Lingua Franca.

ETp
Issues 21
90, 91

Oxford University Press 2010
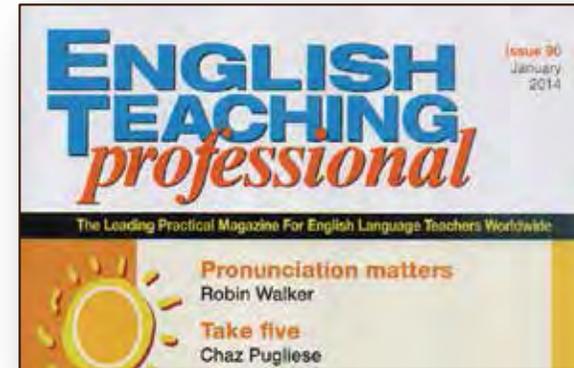
https://englishglobalcom.wordpress.com/downloads/

Part 2:
Pronunciation
APPS and IDEAS

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2) Pronunciation APPS

A = Awareness (sensing that it's different)

P = Perception (hearing specific differences)

P = Practice (doing specific differences in class)

S = Success (doing it automatically)

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2) Pronunciation APPS

Awareness (sensing that it's different)

Bilbao / Cádiz   Paula / David

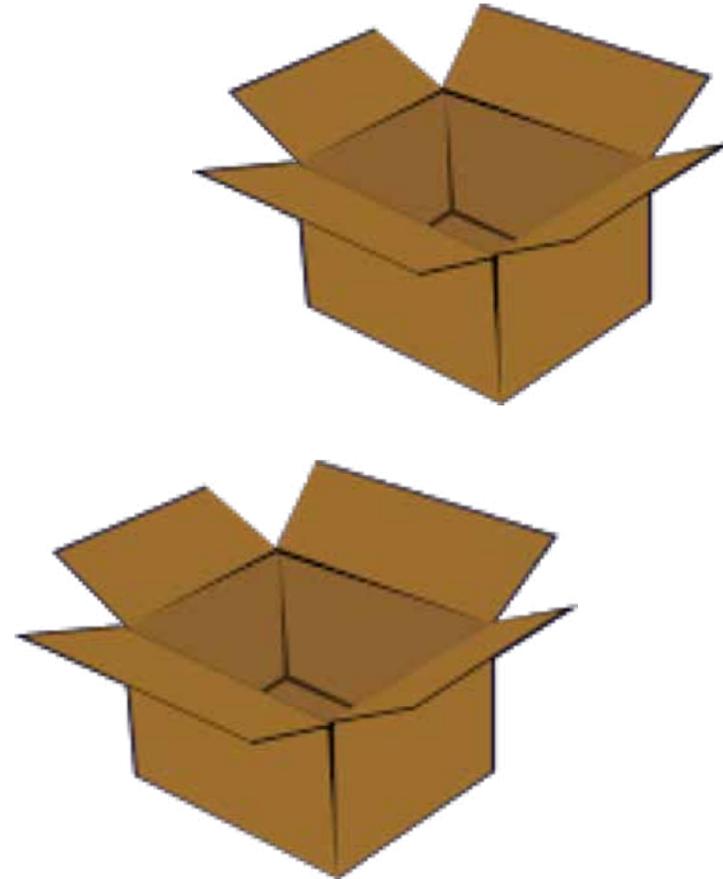Nesquick / chocolate   Austria / Asia

2) Pronunciation APPS

Practice (doing specific differences in class)

BINGO			
they			wash
	watch	three	shore
hat		day	hot
saw	tree	hut	

2) Pronunciation APPS

Practice (doing specific differences in class)
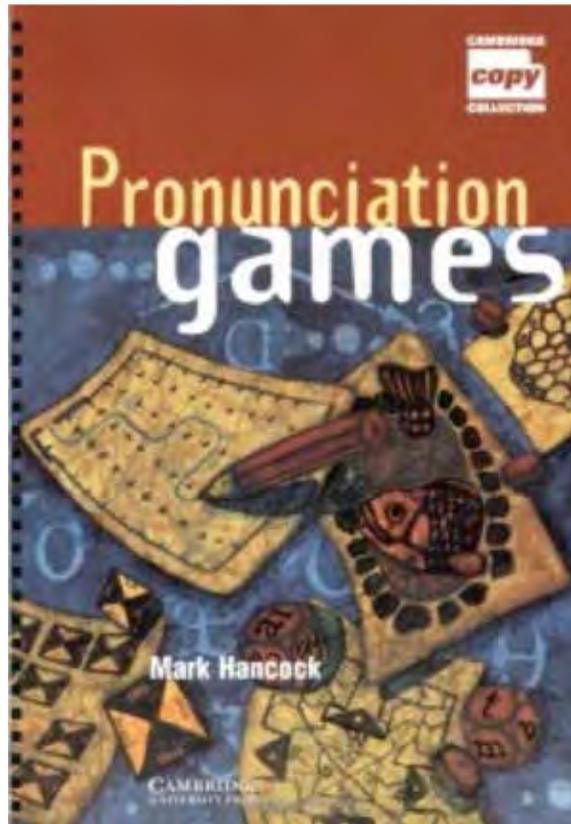
'Polish' basketball

2) Pronunciation APPS

Practice (doing specific differences in class)
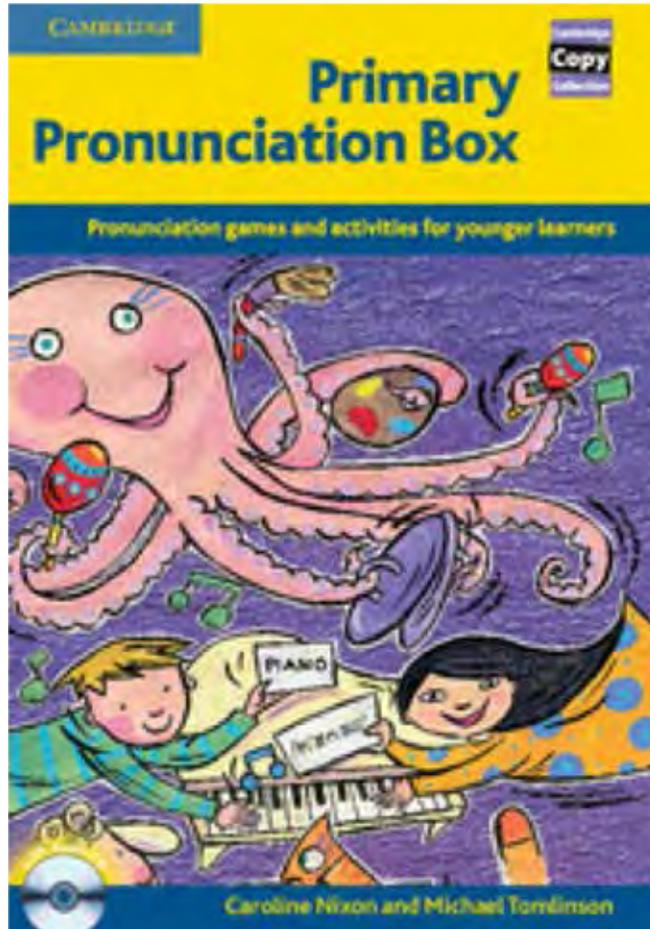
Primary Pronunciation Box

Caroline Nixon &
Michael Tomlinson

Cambridge University Press

2) Pronunciation APPS

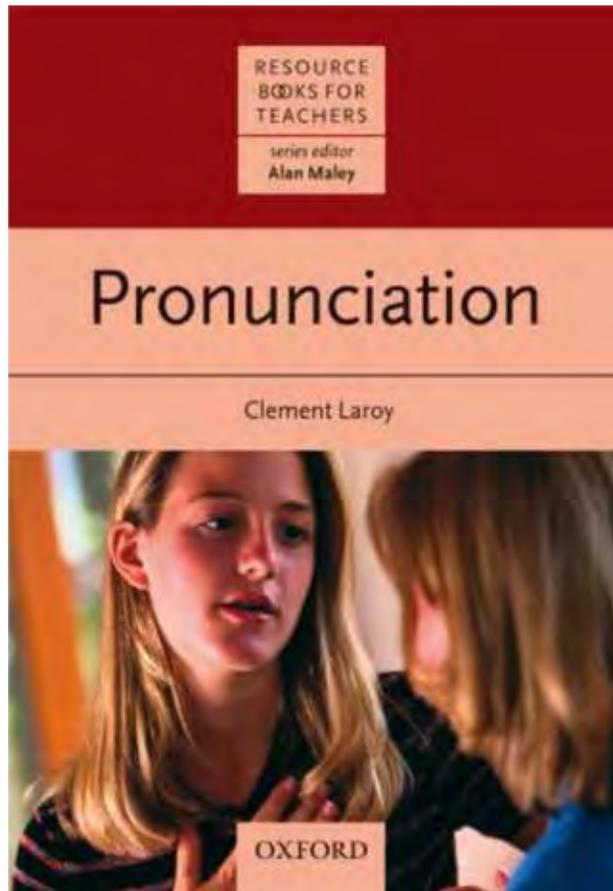### Practice (doing specific differences in class)

Pronunciation Games

Mark Hancock
Cambridge University Press

2) Pronunciation APPS

Practice (doing specific differences in class)

Pronunciation

Clement Laroy

Oxford University Press

2) Pronunciation APPS

Success (doing it right automatically)

Child	... y es que tendremos que ir tempan... tempañisss...
(pauses to check on the pronunciation)	
	tempaniiismo, si vamos a llegar para...
Mother	Tempranísimo.
Child	Trempanisimo.
Mother	Temprano. Temprano. (Intonation flat)
Child	Trempano. Si vamos a ir...

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2) Pronunciation APPS

Success (doing it right automatically)

Child	**Trem<u>a</u>no. Si vamos a ir...**
Mother	**Tem<u>PRA</u>no. <u>PRA</u>no.**
Child	**Trem...**
Mother	**Tem. TEM.**
Child	**Tem.**
Mother	**Praaano.**
Child	**Praano. –** (pause) **– Temprano.** (long pause)

Tendremos que ir tempano si vamos a llegar para...

3) IDEAS for teaching pronunciation

I
D
E
A
S

3) IDEAS for teaching pronunciation

Imitate

D

E

A

S

UNIT 3

» Difficult sounds: gh

1 [1.36] Listen and repeat. Pay attention to the /f/ sounds.

1 I haven't got enou**gh** money.
2 Don't make me lau**gh**!

2 [1.37] The letters *gh* are not always pronounced /f/. Listen and repeat the words. Which ones have the /f/ sound?

1 bright
2 cough
3 rough
4 light

Pulse SB3

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Talk to the world

I

Discriminate

E

A

S

I

Discriminate

E

imPORtant

A

S

IMpotent

3) IDEAS for teaching pronunciation

I
D
E
A
S

Same or different?
a) S
b) S
c) S
d) D

Odd one out
a) 3
b) 1
c) 4
d) 1

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Talk to the world

Rio de Janeiro

Moscow

Sydney

Miami

Istanbul

Singapore

Cape Town

Buenos Aires

Mexico City

London

New York

Cairo

Paris

Tokyo

Lisbon

Bombay
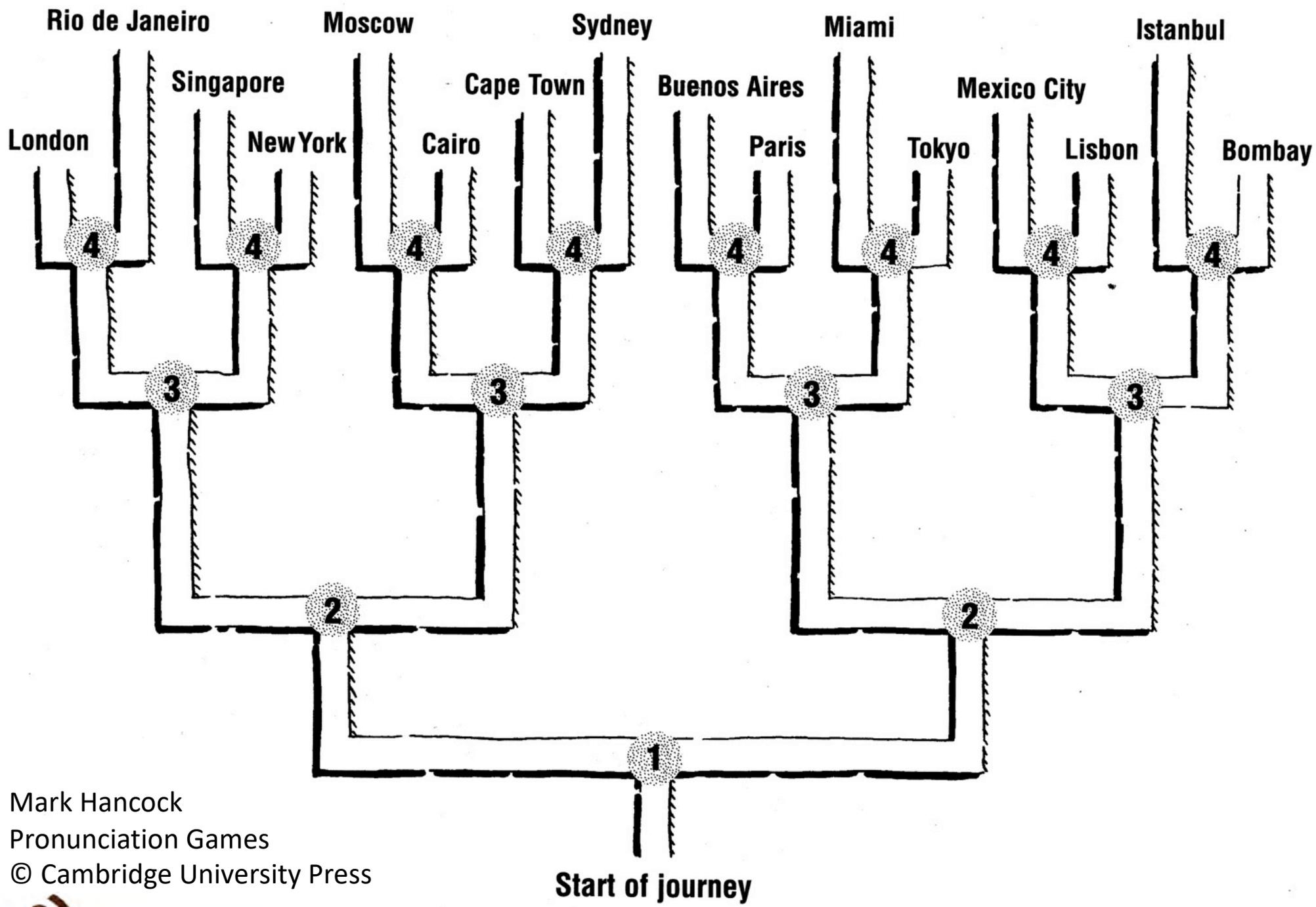
Mark Hancock
Pronunciation Games
© Cambridge University Press

Start of journey

3) IDEAS for teaching pronunciation

Imitate

Demonstrate

Explain

Associate

Stimulate

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I

Demonstrate

E

A

S

3) IDEAS for teaching pronunciation

I D E A S

P	b	t	d	tʃ	dʒ	K	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	ɾ	w	j

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

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3) IDEAS for teaching pronunciation

I

D

E

A

S

iː	ɪ	ʊ	uː	ɪə	eɪ	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ

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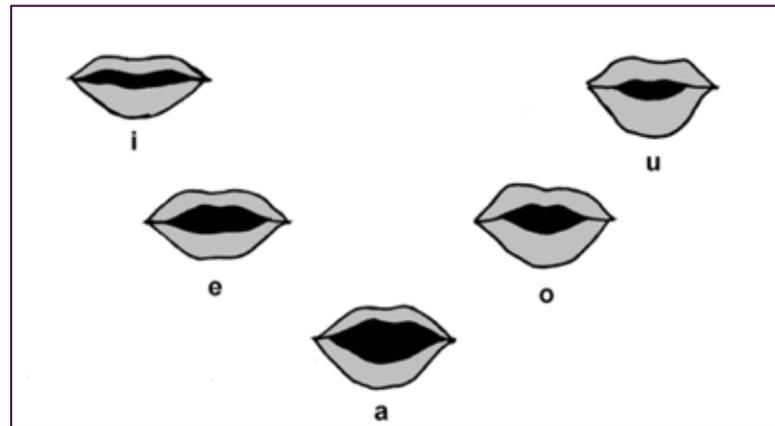
3) IDEAS for teaching pronunciation

I
D
E
A
S

Demonstration is:

- 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) IDEAS for teaching pronunciation

Imitate

Demonstrate

Explain

Associate

Stimulate

I

D

Explain

A

S

/æ/
back
can
have

3) IDEAS for teaching pronunciation

I
D
E
A
S

Nivel intermedio

To hang up colgar el teléfono
"To hang up", en el infinitivo, se pronuncia
/hhhangáap/, pero si tenemos "hung up", en pasado, diríamos /hhháangáap/, bajando la mandíbula al decir /hhháang/. Es cierto que la diferencia es pequeña, ¡pero no por eso poco importante!

Before you hang up, could you spell your name for me, please? Antes de colgar, ¿puedes deletrearme tu nombre, por favor?
El verbo "to hang" por sí sólo significa "colgar".

3) IDEAS for teaching pronunciation

I
D
E
A
S

This is an open sound made with ___ of force ___ larynx, the si___ the tongue in ___tac___ the upper molars, an___ s spread.

What's got ___ e out, ___ do it well, is a al___ rangled sound, ___ ite a lot ___ muscular tension in the th___t.

3) IDEAS for teaching pronunciation

I
D
E
A
S

Unit 6 Sounds /ʃ/ and /tʃ/

1 `4.23` Listen. Which consonant sound begins softly? Which begins suddenly?

1 /ʃ/ shoes   2 /tʃ/ choose

2 `4.23` Listen again and repeat the words.

Mosaic SB3

© Oxford University Press

Talk to the world

3) IDEAS for teaching pronunciation

Imitate

Demonstrate

Explain

Associate

Stimulate

3) IDEAS for teaching pronunciation

I

D

E

Associate

S

iː	green
e	red
ɜː	purple
eɪ	grey
aʊ	brown

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3) IDEAS for teaching pronunciation

I
D
E
A
S

3.2 PRIMARY **PRONUNCIATION** BOX   **Fabulous phonicolours 2**

1 Say the words and colour the sounds

grey day

green tree

yellow yo-yo

brown mouse

orange sock

blue shoe

black sack

white kite

red bed

purple worm

pink pig

team	stamp	soup
fridge	cave	towel
weather	visit	golf
through	meat	burger
lose	worst	late

98   PHOTOCOPIABLE   From Primary Pronunciation Box by C. Nixon and M. Tomlinson © Cambridge University Press 2005

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3) IDEAS for teaching pronunciation
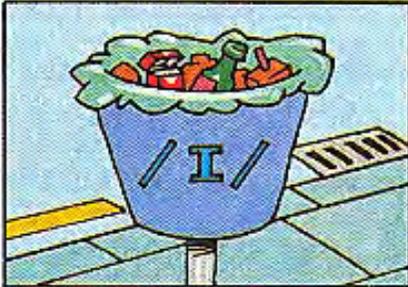
I
D
E
A
S

Clean litter?

1 Listen to these phrases.
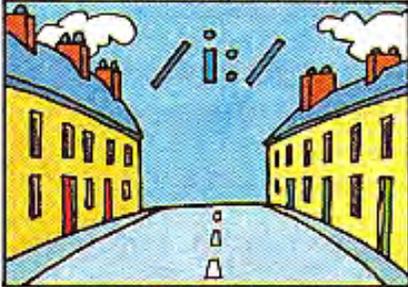
1 a clean street   2 a litter bin

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.

Talk to the world

3) IDEAS for teaching pronunciation

3) IDEAS for teaching pronunciation

I
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3) IDEAS for teaching pronunciation

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3) IDEAS for teaching pronunciation

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3:

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3) IDEAS for teaching pronunciation

I
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/ə/
the Joker
in the pack

Talk to
the world

3) IDEAS for teaching pronunciation

Imitate

Demonstrate

Explain

Associate

Stimulate

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communication

3) IDEAS for teaching pronunciation

I
D
E
A
S

Yes!

I like it!

3) IDEAS for teaching pronunciation

I
D
E
A
S

PRONUNCIATION

/t/ /d/ /ɪd/

a 1.38 **Listen. How is the *-ed* ending pronounced in these words?**

1 bad-tempered
2 big-headed
3 mixed

b 1.39 **Listen. Match the words in the box to sounds 1–3 in Ex a.**

disappointed	frightened	relaxed
tired	fascinated	long-haired

æ SOUNDS

Initiative SB1 U4

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1
2
3

3) IDEAS for teaching pronunciation

I
D
E
A
S

2 Same sound?

a Which pairs have got the same vowel sound? Tick (✓) them.

1	south	country	7	big	ice
2	girl	bird ✓	8	worst	world
3	worse	horse	9	better	weather
4	farm	warm	10	bull	run
5	high	sky	11	heavy	feather
6	sea	head	12	toast	most

b 🎧 3.25 Listen. If they're the same sound, put your hands on your head. If they're different, put your hands on your knees.

Project SB2

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3) IDEAS for teaching pronunciation

I
D
E
A
S

Match the words to the pictures. Then click and listen.

cloudy	cold	foggy
hot	icy	rain

Score /6

Games are fun …

3) IDEAS for teaching pronunciation

I

D

E

A

S

IDEAS for teaching pronunciation

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Pronunciation
APPS and IDEAS

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