

PRONUNCIATION TRAINING

Lisa Meyer and Abe Junya

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WHY TEACH PRONUNCIATION?

- Poor pronunciation causes communication breakdown
- Confidence in pronunciation leads to confidence in speaking
- Language learners show enthusiasm for pronunciation

PROBLEMS WITH PRONUNCIATION

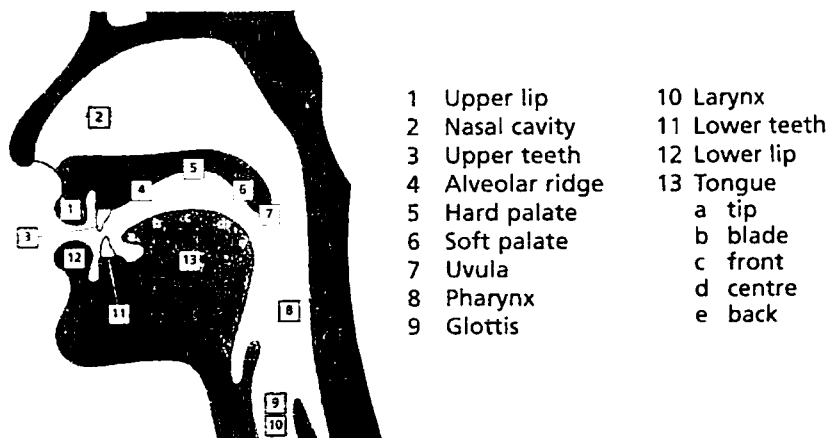
Use this space to brainstorm the problems with teaching pronunciation with your group:

Solutions

Use this space to brainstorm possible solutions and methods of teaching pronunciation:

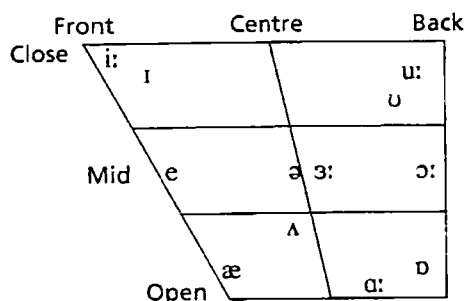
THE BASICS OF PRONUNCIATION

We speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. Articulation happens when the air stream is interrupted, shaped, restricted or diverted.



Vowels

- Vowels are articulated when a voiced air stream is shaped using the tongue and the lips to modify the overall shape of the mouth. If you try saying /i/ /:e/ /æ/ /ɒ/ /ɔ:/ /u:/, you should feel your tongue changing position in your mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds. The dot represents the height of the tongue, and also the part that is raised:



- **DIPHTHONGS** are double vowel sounds that 'glide' from one into the other, e.g. dear, beer, sure, wear.

Basic lip positions: (used in descriptions later)

| | |
|---------|--|
| Rounded | the lips are pushed forward into the shape of a circle. Example sound: /ʊ/ |
| Spread | the corners of the lips are moved away from each other as when smiling. Example sound /i:/ |
| Neutral | the lips are not noticeably rounded or spread. Example sound /ə/ |

Consonants

Consonants can be described in terms of the manner and place of articulation:

| | |
|-------------|--|
| Plosive | Block off the breathstream just long enough to build some air pressure behind your articulators. You then 'explode' this air to produce the sound, e.g. <i>Pet</i> |
| Fricative | Same as the plosive but leave a very narrow opening through which you can squeeze some air, e.g. <i>See</i> |
| Affricate | Same as plosive but air is released more slowly, e.g. <i>Charge</i> |
| Nasal | The lips or tongue block the palate, the soft palate is lowered and air escapes through the nose, e.g. <i>Man</i> |
| Lateral | Partial closure is made by the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. <i>lull</i> |
| approximant | Vocal organs come near to each other, but not so close as to cause audible friction, e.g. <i>red</i> . |

Place of articulation:

| | |
|-----------------|---|
| Bilabial | Using closing movement of both lips, e.g. <i>pet</i> or <i>man</i> |
| Labio-dental | Using lower lip and the upper teeth, e.g. <i>frog</i> or <i>van</i> |
| Dental | The tongue tip is used either between the teeth or close to the upper teeth, e.g. <i>thought</i> , <i>these</i> |
| Alveolar | The tip of the tongue is used close to the alveolar ridge, e.g. <i>tennis</i> , <i>salt</i> |
| Palato-alveolar | The tip of the tongue is used just behind the alveolar ridge, e.g. <i>church</i> , <i>judge</i> |
| Palatal | The front of the tongue is raised close to the palate, e.g. <i>yellow</i> , <i>year</i> |
| Velar | The back of the tongue is used against the soft palate, e.g. <i>Cat</i> , <i>kite</i> |
| Glottal | The gap between the vocal chords is used to make audible friction |

Consonants may be **voiced** or **unvoiced**. Voiced sounds occur when the larynx are vibrated. You can tell whether a sound is voiced or not by placing two fingers on your Adam's apple. You will feel vibrations if you produce a voiced sound. Many pairs of consonants are the same except in voicing:

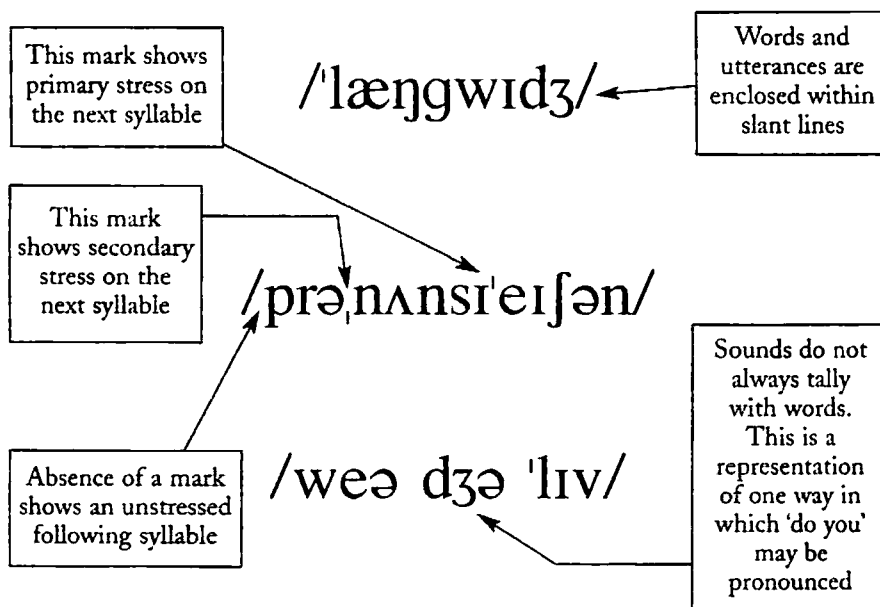
| | | Place of articulation | | | | | | | |
|------------------------|-------------|---|--------------|--------|----------|-----------------|---------|-------|---------|
| | | Front → Back | | | | | | | |
| | | bilabial | labio-dental | dental | alveolar | palato-alveolar | palatal | velar | glottal |
| Manner of articulation | plosive | p b | | | t d | | | k g | |
| | affricate | | | | | tʃ dʒ | | | |
| | fricative | | f v | θ ð | s z | ʃ ʒ | | | h |
| | nasal | m | | | n | | | ŋ | |
| | lateral | | | | l | | | | |
| | approximant | (w) | | | | r | j | w | |

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

THE PHONEMIC ALPHABET

When writing English we use 5 vowels and 21 consonant letters, when speaking English we typically use 20 different vowel sounds and 24 consonant sounds. The lack of a one to one relationship between spelling and pronunciation (unlike in Japanese) presents learners with many problems.

The phonemic alphabet gives both teachers and students a way of accurately recording the pronunciations of words.

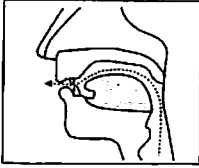
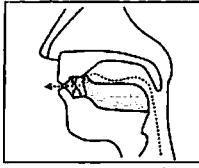
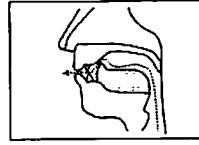
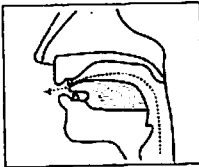
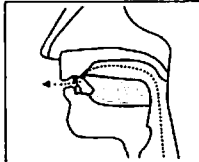


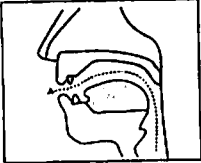
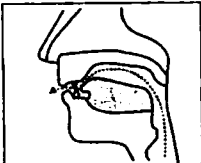
IPA Sound Chart

| Vowels | | Diphthongs | | Consonants | | | |
|--------|---------------|------------|---------------|------------|---------------|----------|-----------------|
| i: | <u>bea</u> d | eɪ | <u>ca</u> ke | p | pi n | s | <u>su</u> e |
| ɪ | <u>hi</u> t | ɔɪ | <u>to</u> y | b | bi n | z | <u>zo</u> o |
| ʊ | <u>boo</u> k | aɪ | <u>hi</u> gh | t | to | ʃ | <u>she</u> |
| u: | <u>foo</u> d | ɪə | <u>bee</u> r | d | do | ʒ | <u>mea</u> sure |
| e | <u>lef</u> t | ʊə | <u>few</u> er | k | co t | h | <u>hell</u> o |
| ə | <u>ab</u> out | eə | <u>wh</u> ere | g | go t | m | <u>mo</u> re |
| ɜ: | <u>sh</u> irt | əʊ | <u>go</u> | tʃ | church | n | <u>no</u> |
| ɔ: | <u>ca</u> ll | aʊ | <u>hou</u> se | dʒ | judge | ŋ | <u>sing</u> |
| æ | <u>ha</u> t | | | f | fan | l | <u>live</u> |
| ʌ | <u>ru</u> n | | | v | van | r | <u>re</u> d |
| ɑ: | <u>fa</u> r | | | θ | think | j | <u>yes</u> |
| ɒ | <u>dog</u> | | | ð | the | w | <u>wo</u> od |



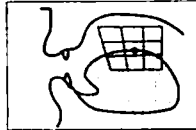

(Pairs of consonants (voiced and unvoiced) are thickly outlined. The boxes containing unvoiced phonemes are shaded.)




Difficult consonants for Japanese learners

| | |
|---|---|
| <p>/f/ (Touch your top teeth with your bottom lip, and breathe out. Don't use your voice.)</p> <p>/v/ Hold the sound, and add your voice. (labio-dental, fricative)</p> <p>(fan/ van, hoof, hooves, phase, above)</p> | <p>[f/v]</p>  <p>上の歯を下唇に当てて息を出す摩擦音。 例: [f] fish [fiʃ] life [laɪf] [v] voice [vɔɪs] move [mu:v] [f]は両唇で出す日本語の弱い「フ」とは違う。 [v]と[b]は摩擦音と破裂音の違い、前者は連続して発音できる音で、後者はぶつんと切れる感じの瞬間的な音。 robe [rəʊv] - robe [rəʊb] TV [ti:vi:] - TB [ti:bi:]</p> |
| <p>/l/ Put the front of your tongue against the bump behind your teeth. Use your voice, and let air pass through your mouth (lingua-alveolar, lateral)</p> <p>(live, pool, pulling)</p> | <p>[l]</p>  <p>舌先を上歯につけたまま、舌の両側から声を出す。 例: love [lʌv] hall [hɔ:l] * [r]と[l]の違いに注意 right [raɪt] - light [laɪt] read [ri:d] - lead [li:d]</p> |
| <p>/r/ Point the front of your tongue towards the roof of your mouth. Use your voice (post-alveolar approximant)</p> <p>(red, hurry)</p> | <p>[r]</p>  <p>米音では唇をいくらか丸め、舌先を巻き上げて発音する。舌先は上の歯茎にはつけない。 例: read [ri:d] try [traɪ] dry [draɪ]</p> |
| <p>/θ/ Put the front of your tongue against the back of your top teeth. Let the air pass through as you breathe out. Don't use your voice.</p> <p>/ð/ Hold the sound, add voice. (lingua dental, fricative)</p> <p>(think, the, bath, bathe, maths, father)</p> | <p>[θ/ð]</p>  <p>舌先を上下の歯ではさみ(または上の歯に軽く当てて)すき間から息を出す。 例: [θ] three [θri:] both [bəuθ] [ð] they [ðei] mother [mʌðə] * [s/z]に比べると弱く長く聞こえる。 thick [θɪk] - sick [sɪk] faith [feɪθ] - face [feɪs] then [ðen] - Zen [zen] breathe [bri:ð] - breeze [bri:z]</p> |
| <p>/t/ Put your tongue against the hard bump behind your teeth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice.</p> <p>/d/ Try again, add voice (lingua alveolar, plosive)</p> <p>(to/do, hat/had, hotter, harder)</p> | <p>[t/d]</p>  <p>[t]は「チ」と「ツ」を除いた日本語の「タ行」の子音と考えてよいが、強い呼吸を伴う場合(注3)の発音に注意。米音では letter [létə], water [wɔ:tə], winter [wɪntə]のような場合、[t]の部分は「ラ」に似た「はじき音」が使われる。また winter [wɪntə]のような場合も [n]をはじいて [t]が脱落したように聞こえることがある。[d]は日本語の「ダ行」の子音と同じ。 例: [t] table [teɪbl] hat [hæt] [d] desk [desk] ladder [lædə]</p> |

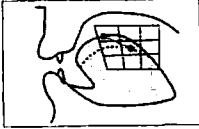
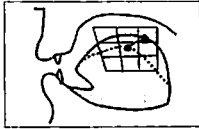
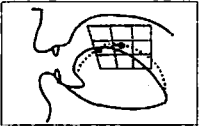
| | |
|---|--|
| <p>/h/ Open your mouth and breathe out. Don't use your voice but try to make a noise.] (glottal, fricative)</p> <p>(hello, behind)</p> | <p>[h]</p>  <p>のどの奥から息を出す。日本語の「ハ、ヘ、ホ」の子音と同じ。 例: hat [hæt] hill [hɪl] * who [hu:], hood [hʊd]などものどの奥から息を出すように注意。日本語の「フ」は上下の唇を使う摩擦音。</p> |
| <p>/s/ Put the front of your tongue lightly against the bump behind your teeth, let air pass through as you breathe out, making an /s/ sound. Now move your tongue slightly back. don't use your voice.</p> <p>/z/ Hold the sound, use your voice.</p> <p>(lingua-alveolar, fricative)</p> <p>(sue/zoo, this, these, icy, lazy)</p> | <p>[s/z]</p>  <p>舌先を上の前歯の裏に近づけ、そのすき間から息を出す鋭い摩擦音。[z]は[s]より柔らかい音。 例: [s] six [sɪks] miss [mɪs] [z] zone [zəʊn] nose [nəʊz] * [si:] [si:]は日本語ではふつう使われないので注意。 seat [si:t] sick [sɪk] * 日本語の「ズ行」の子音は[z]ではなく、[dz]のようなぶつんと切れる音(破擦音)。[z]は伸ばして発音することができる摩擦音であることに注意。次の語の発音を区別すること。 rose [rəʊz] - roads [rəʊdz] cars [kɑ:z] - cards [kɑ:dz]</p> |

Difficult vowels for Japanese learners

| | |
|---|--|
| <p>/ɪ/ The part of the tongue slightly nearer the centre is raised to just above the half close position. The lips are spread loosely, and the tongue is relaxed. The sides might touch the upper molars.</p> <p>(hit, sausage, biggest, rhythm, women)</p> | <p>[ɪ]</p>  <p>[i:]より唇をゆるめた。日本語の「イ」と「エ」の間のような音。[i:]と[ɪ]は長さの違いではなく音質の違い。 例: pick [pɪk] pig [pɪg] * 強めるときはかなり長く発音される。 Yes, I did! (そうですとも!)</p> |
| <p>/ə/ The centre of the tongue is between half close and half open positions. Lips are relaxed, and neutrally spread.</p> <p>(about, paper, nation, the)</p> | <p>[ə]</p>  <p>アクセントのないところに使われる。弱い曖昧(軟)な母音。つづり字の母音を曖昧にしたようないろいろな音色で発音される。 例: ago [əɡəʊ] lemon [lɪməŋ]</p> |
| <p>/ɜ:/ The centre of the tongue is between the half close and half open positions. Lips are relaxed, and neutrally spread.</p> <p>(shirt, her, word, further, pearl, serve)</p> | <p>[ɜ:/]</p>  <p>母音は発音記号の表記から受ける印象と違って[r]を長く発音した音。[ə]から[r]に移るわけではない。英音は[ɜ:]を伸ばして発音する。 例: earth [ɜ:θ] bird [bɜ:rd] fur [fɜ:r]</p> |
| <p>/ɔ:/ The back of the tongue is raised to between the half open and half close positions. Lips are loosely rounded. (fork, call, snore, taught, bought, pour, horse)</p> | <p>[ɔ:]</p>  <p>日本語の「オー」より口を大きく開き、唇を丸めて発音する。英音では口の開きはそれほど大きくない。 例: caught [kɔ:t] call [kɔ:l] saw [sɔ:]</p> |

| | |
|---|--|
| <p>/æ/ The front of the tongue is raised to just below the half open position. Lips are neutrally open. (hat, attack antique, plait)</p> | <p>[æ]</p>  <p>日本語の「エ」の口の形で「ア」と発音する。少し長めに発音する。 例: cap [kæp] cab [kæb]</p> |
| <p>/ʌ/ The centre of the tongue is raised to just above the fully open position. Lips are neutrally open. (run, uncle, front, nourish, does, come, flood)</p> | <p>[ʌ]</p>  <p>口をあまりあけず。短く発音する。[a]とは口のあけ方も長さも異なり、全く違った音質。ただし英音では米音の[a]に近い音。 例: cup [kʌp] cub [kʌb]</p> |
| <p>/ɑ:/ The tongue, between the centre and the back, is in the fully open position. Lips are neutrally open. (far, part, half, class, command)</p> | <p>[ɑ:]</p>  <p>日本語の「ア」より口を大きく開き、のどの奥から発音する。 例: calm [kɑ:m] father [fɑ:ðə]</p> |

Difficult diphthongs for Japanese learners

| | |
|---|---|
| <p>/iə/ The glide begins in the position for /i/ moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. (beer, beard, fear, pierce, here, idea)</p> | <p>[iə]</p>  <p>[i]を発音し、米音ではすぐに[r]を響かせる。英音では代わりに[ə]を発音する。 例: ear [iə] deer [diə]</p> |
| <p>/uə/ The glide begins in the position for /u/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally open. (sure, moor, tour, obscure)</p> | <p>[uə]</p>  <p>[u]を発音し、米音ではすぐに[r]を響かせる。英音では代わりに[ə]を発音する。 例: cure [kjúə] tour [túə]</p> |
| <p>/eə/ the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. (where, wear, chair, dare, stare, there)</p> | <p>[eə]</p>  <p>[e]を発音し、米音ではすぐに[r]を響かせる。英音では代わりに[ə]を発音する。 例: air [éə] bear [béə]</p> |

TEACHING THE PHONETIC ALPHABET

Here are some ideas of how to train students in recognising the IPA.

1. Phonemic Hangman.

This game is played just like the normal hangman game, where players try to guess a word by suggesting letters it might contain. In this version, they nominate phonemes. For each wrong guess, a line is drawn on the board and these lines make up the form of a gallows with a stick man hanging from it. The game is a little harder than normal hangman as there are 44 phonemes to choose from.

2. Phonemic word search. Kelly. G. (2000) Teach Pronunciation, Longman

This can be used to introduce new words, particularly if tied to a subject area; for example vegetables:

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| j | s | w | i: | t | k | ɔ: | n |
| ə | aʊ | l | f | ɪ | l | ɒ | k |
| t | ʊ | k | s | p | r | aʊ | t |
| ə | k | æ | r | ə | t | n | aʊ |
| m | k | b | v | ŋ | ɜ: | b | r |
| ɑ: | h | ɪ | z | ʊ | n | i: | p |
| t | b | dʒ | f | i: | ɪ | n | f |
| əʊ | t | eɪ | t | ə | p | z | ə |

(The words hidden in the grid are *sweetcorn*, *cauliflower*, *sprout*, *carrot*, *potato*, *pea*, *tomato*, *cabbage*, *turnip*, *bean*.)

3. Phonemic crosswords. Kelly. G. (2000) Teach Pronunciation, Longman

This can be adapted to suit many ability levels. It can help to choose recently studied words and keep clues related to a particular subject area, for example, animals:

| | | | | | | |
|----------------|----|----------------|---|---|----------------|----------------|
| ¹ ɒ | k | ² t | ə | p | ə | ³ s |
| s | | ɔ: | | | | i: |
| ⁴ t | ɜ: | t | ə | l | | l |
| r | | ə | | | ⁵ ɒ | |
| ⁶ ɪ | n | s | e | k | t | s |
| tʃ | | | | | ə | |

Across

- Sea animal with eight legs.
- Swimming version of 2 down.
- These animals all have six legs.

Down

- Big bird which can't fly.
- Very slow animal, with four legs and a shell.
- Animal that lives in the sea and on land, and has flippers.
- These brown mammals live in rivers or the sea and eat fish.

2. 'SNAP'

Prepare several sets of cards with a single vowel phoneme on each card. The game is played just like the game 'snap' - cards are dealt out, and two to five players take it in turns to lay them down ; the first to shout 'snap' when a matching pair are consecutively laid down wins all the cards that are on the table. You can make the game more challenging by instructing that instead of shouting 'snap', your students must shout a word that contains the sound.

3. Phonemic vocabulary exercise

Choose a sound to concentrate on then choose various categories. Students have to give at least one word per category which starts with the target phoneme you can vary the instructions and the activity can be done as a race against the clock

4. Sound Race

A difficult sound is written on the board. Students compete to see how many words they can think of within a limited time that includes the target sound. To vary the degree of difficulty, instructions might be that the words must be two syllables or more, or that the students have to provide a certain number of words with the sound at the beginning middle and end.

DRILLING

Drilling is a crucial part of pronunciation training that is practised in the classroom. It builds vocabulary and practises pronunciation

5 Tips for effective drilling:

- ① Drilling is best done *before* students see the written form of the language.
- ② Drill 'chorally' at first gives student time to practise anonymously.
- ③ Next, drill individually, choosing students to repeat one by one. This allows you to check how well individuals are able to repeat. This also keeps them on their toes.
- ④ Speak naturally, it is very easy to lose rhythm and stress patterns while drilling.
- ⑤ After drilling a conversation as a class allow your students to practise in pairs.

Chaining

This can be used to help students with sentences they find difficult to pronounce. Drill the sentence from the start gradually adding to its length.

The next train for London

The next train for London leaves at 10:30

Leaves at 10:30

Leaves at 10:30 from platform six

The next train for London leaves at 10:30 from platform six.

Question-answer drilling.

Having drilled a question and answer chorally and individually, the teacher gives students cards with Q and A written on them. The students then question and answer each other.

Can I borrow your bicycle today?

Sorry I need to use it

MINIMAL PAIRS

Minimal pairs are words where changing one sound leads to a change in the meaning. For example: cap /kæp/ and cup /kʌp/ are a minimal pair.

- Minimal pairs are very useful for focussing on sounds which cause difficulties for your students.
- Use words your students are already familiar with and ask your students to suggest minimal pairs.

| | | | | |
|----------------------|---------------------|----------------------|---------------------|----------------------|
| <u>/i:/ and /i/</u> | <u>/e/ and /æ/</u> | <u>/æ/ and /ɑ/</u> | <u>/ɔ:/ and /ɑ/</u> | <u>/u:/ and /ʊ/</u> |
| Beat bit | Bed bad | Cap cop | Stock stalk | Full fool |
| Heal hill | Beg bag | Pat pot | Cot caught | Pull pool |
| Feet fit | Pen pan | Map mop | Nod gnawed | Hood who'd |
| Reach rich | Send sand | Black block | Odd awed | Soot suit |
| Sleep slip | Men man | Hat hot | Knot naught | Wood wooed |
| <u>/ʌ/ and /ɑ/</u> | <u>/æ/ and /ʌ/</u> | <u>/ʌ/ and /u/</u> | <u>/e/ and /ei/</u> | <u>/ɔ:/ and /əʊ/</u> |
| Colour collar | bag bug | luck look | Get gate | Ball bowl |
| Dull doll | fan fun | tuck took | Edge age | Bought boat |
| Rub rob | hat hut | buck book | let late | Law low |
| Nut not | bat but | stud stood | Men main | Raw row |
| Hut hot | sack suck | cud could | Pepper paper | Caught coat |
| <u>/ɜ:/ and /ɑ:/</u> | <u>/ʌ/ and /ɜ:/</u> | <u>/ɜ:/ and /ɔ:/</u> | | |
| Burn barn | Cub curb | Burn born | | |
| Heard hard | Hut hurt | Bird board | | |
| Firm farm | Bud bird | Shirt short | | |
| Stir star | Shut shirt | Turn torn | | |
| Fur far | Thud third | Firm form | | |

Minimal pair activities

1. Circle the words which have the sound /ʌ/: cap cup bag bug cap
hut bag

2. How many times do you hear /ei/?
Paper pen later pain wet pepper wait get gate late let letter

2. How many times do you hear /é/?

Paper pen later pain wet pepper wait get gate late let letter

3. Sounds can be contrasted in the same phrases. These can be drilled.

Pass me the pepper and the paper

I'll post the letter later

4. Choose the odd one out

Cart dart class heart learn smart part

INTEGRATING PRONUNCIATION TRAINING INTO YOUR CLASSES

Warm ups and warm downs:

Homophone Game/ rhyming game

Groups line up in front of the white board (about 2 meters away). The head of each line has a pen. Teacher reads out a word which has a homophone. The head of each group races to the board to write the two homophones. The team that gets there quickest gets a point, then the writers go to the back of the line and three new people step up. The team with the most points is the winner. This game can be adapted to suit lower level students by asking students to write words that rhyme instead.

Example homophones:

| | | | | | |
|------------|-------------|-------------|-------------|-----------|---------------|
| Read/red | Steel/steel | Tour/tore | Mist/missed | Rose/rows | Cereal/serial |
| Scent/cent | Which/witch | Board/bored | Site/sight | Tire/tyre | Hi/ high |

BINGO! Make a set of cards and write words that sound similar on them (bus, but, bat, path, bit, vat etc.) Also make a set of bingo boards, it doesn't matter if some students have the same board as it can be challenging.

Chinese Whispers/ Broken Telephone

Arrange the students in columns. Give each student at the front of the line a message to whisper to the person behind them. The message gets passed on until the student at the end of the line stands up and relays the message she hears. Columns race against each other to see who can pass the message most quickly and accurately.

Oral Communication classes:

OC classes will probably be when you have most opportunity to practice pronunciation.

- ① Drill effectively
- ② Use exercises that demonstrate how pronunciation errors can cause communication breakdown:

Example activity: Dictation drawing:

Ask the students to make pairs. One student is given a sheet with written instructions they must read out to their partner.

For example:

1. Draw a ship
2. Above it write the word 'pleasant'
3. Draw a mouse next to pleasant

Target areas where Japanese students have problems. Then the students show the pictures and descriptions and discuss where the problems were. This tests both listening and speaking, and highlights how important pronunciation can be to comprehension. After the exercise, problem areas can be drilled.

- ③ Choose realistic listening materials.
- ④ Use real listening materials to demonstrate the many different ways in which English is spoken around the world.
- ⑤ Give the students ample opportunity to practise speaking in classes, though this should be done after thorough drilling.
- ⑥ Tape students:

Tips for taping Students:

- Tape students and contrast their production with native speakers doing the same task.
- Tape students doing a speaking activity, then tape them doing it again on another occasion.
- Taping students doing situational conversations can be fun and motivating for students.

Reading and Writing Lessons:

- Reading aloud either by the teacher or the student offers chances to study links between pronunciation and spelling. Reading textbooks have phonemic spellings for new words.
- Use texts such as poems, rhymes, extracts from plays and song lyrics that can be used creatively, Tongue **twisters**, **haiku** and **limericks** are fun ways to integrate speaking, writing and reading into your lessons.
- Extend a reading comprehension task by asking students to find all the words containing a particular sound.
- Patterns of spelling can help students improve their pronunciation and spelling together. Example: **hat/hate, not/note**: the addition of an 'e' makes the vowel letter 'say its name'.
- It is useful to tie spelling work with pronunciation work so students can understand the different ways in which sound can be represented on paper. **Homophones** are very useful in demonstrating this. (See homophone race)
- Regular dictionary work increases the student's confidence in their predictions between spellings and sounds.

Example activity: give students a list of words which include the letter O, students then work in pairs with the help of a dictionary to put find how many different pronunciations of O they can find. This can be made competitive.

Pronunciation class outline

Class 1-8: 16th December 2005 (50mins)

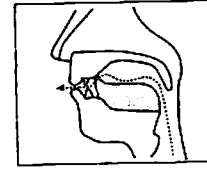
| Time | Task | Teachers | Students | Materials |
|--------|--|--|--|--|
| 5mins | Previous 'hotels' lesson review. | Choose students to perform conversations | In pairs perform conversation, watch classmates | |
| 2mins | Explain lesson content: practicing pronunciation of consonants /l/, /r/ and vowels /æ/, /ʌ/, /ə/ | Explain and hand out worksheets | Listen | Diagram worksheets |
| 5mins | Vowel demonstration drilling | Demonstrate how to pronounce the vowel sounds. Drill a few example words | Watch, listen and repeat. Look at sheet | Diagram worksheet |
| 3mins | practise | Walk around and listen | Practise drill words together - try and guess what the other is saying | Diagram sheet |
| 10mins | Vowel exercises | Read out words for students to listen and distinguish between sounds. | Listen and complete exercises, read and complete exercises. | exercise Sheet |
| 5mins | Consonant explanation, demonstration drilling | Demonstrate how to pronounce consonant sound. Drill a few example words | Watch, listen and repeat. | Diagram sheet |
| 10mins | Consonant exercise | Explain pyramid exercise and read out words | Listen and play pyramid game | Exercise sheet |
| 5 mins | Tongue twisters | | In pairs, practise a tongue twister on the sheet, then try writing their own short tongue twister using /l/, /r/ | Tongue twister sheet - that use consonants /r/ and /l/ |
| 5mins | Tongue twisters | Choose students to say theirs and write it on the board | Stand up and read out their tongue twister (or one from sheet if not finished) | |

Pronunciation Lesson

CONSONANT SOUNDS TO PRACTISE: /l/ /r/

/l/ Put the front of your tongue against the bump behind your teeth. Use your voice, and let air pass through your mouth

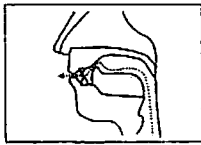
[l]



舌先を上歯茎につけたまま、舌の両側から声を出す。
 例: love [lʌv] hall [hɔ:l]
 * [r] と [l] の違いに注意。
 right [raɪt] - light [laɪt]
 read [ri:d] - lead [li:d]

(live, pool, pulling)

[r]



/r/ Point the front of your tongue towards the roof of your mouth. Use your voice

米音では唇をいくらか丸め、舌先を巻き上げて発音する。舌先は上の歯茎にはつけない。
 例: read [ri:d] try [traɪ] dry [draɪ]

(red, hurry, rose)

VOWEL SOUNDS TO PRACTISE: /æ/ /ʌ/

/æ/ The front of the tongue is raised to just below the half open position. Lips are neutrally open.
hat, attack, match, bad, sack

[æ]



日本語の「エ」の口の形で「ア」と発音する。少し長めに発音する。
 例: cap [kæp] cab [kæb]

[ʌ]

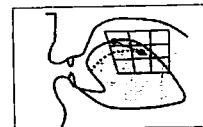


口をあまりあけず、短く発音する。[ɑ]とは口のあけ方も長さも異なり、全く違った音質。ただし英音では米音の[ɑ]に近い音。
 例: cup [kʌp] cub [kʌb]

/ʌ/ The centre of the tongue is raised to just above the fully open position. Lips are neutrally open.
run, uncle, front, does, come, fun

/ɪə/ The glide begins in the position for /ɪ/ moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open.
(year, beard, fear, pierce, here, idea)

[ɪə]



[ɪ]を発音し、米音ではすぐに[r]を響かせる。英音では代わりに[ə]を発音する。
 例: ear [ɪə] deer [dɪə]

Pronunciation Exercise Worksheet

VOWELS

1. Listen and circle the words which have the sound

cap hat heart bug cup hut bag part done

2. Listen and circle the words that have the sound

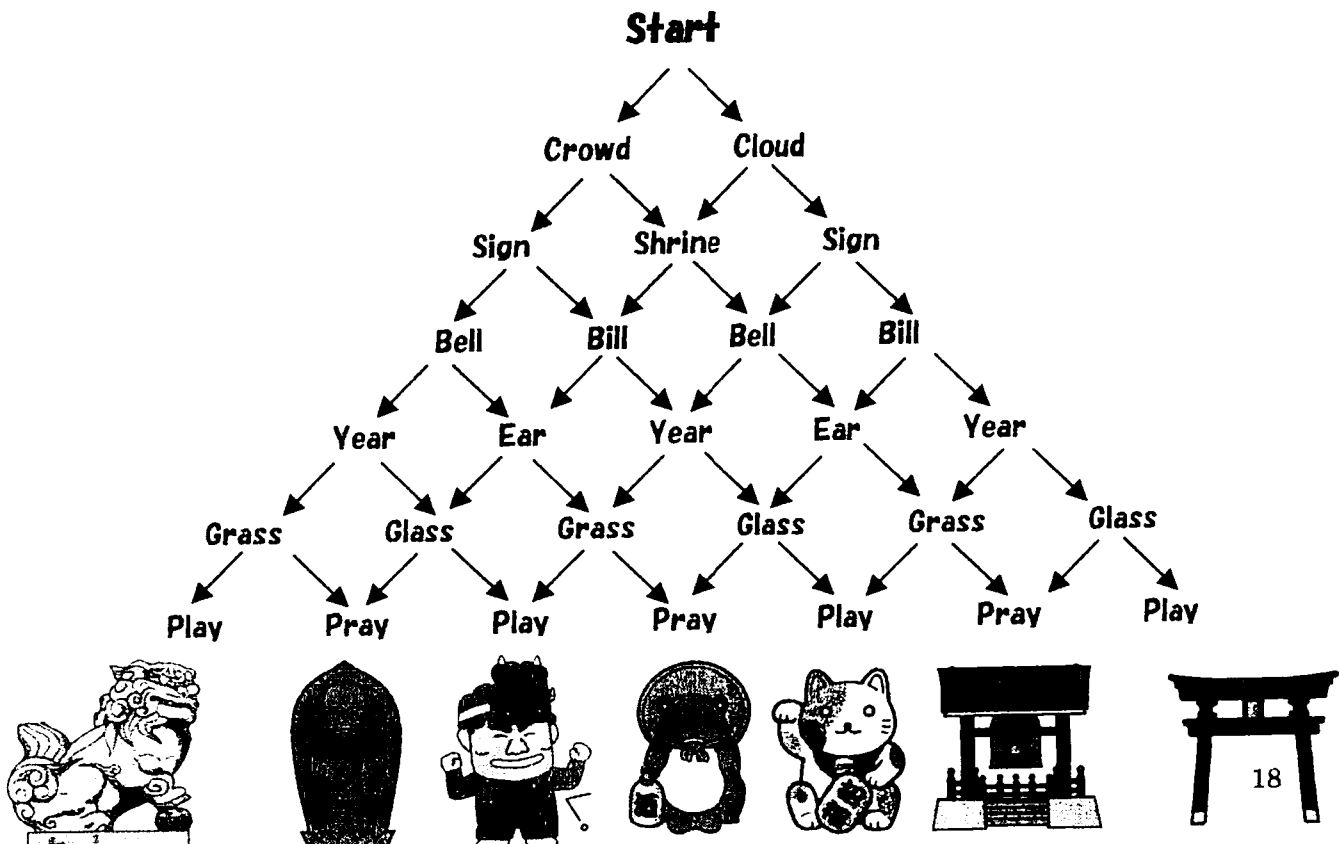
Beer here disease fear need pierce idea did

CONSONANTS

1. You will hear 10 words, listen and the words that that have the sound /l/

Pyramid exercise.

Listen to the words and follow the arrows to the bottom · what picture did you reach?



Tongue Twisters Worksheet

- ◆ **Lesser leather never weathered wetter weather better**
- ◆ **Red lorry, yellow lorry, red lorry, yellow lorry**
- ◆ **She sells sea shells on the sea shore**
- ◆ **Friendly Frank flips fine flapjacks**
- ◆ **Fat frogs flying past fast**
- ◆ **Freshly fried fresh flesh**

Now try writing your own your own tongue twister!

Conclusions

- Pronunciation is a neglected yet important part of English language classes.
- Teaching pronunciation can be a **fun and motivating**.
- Pronunciation training can be incorporated into **all areas of English learning**.
- The **Phonemic Alphabet** is invaluable in teaching allowing students to **develop their pronunciation skills independently**.
- Teachers need:
 - a good grounding in **theoretical knowledge**
 - **classroom skills (effective drilling)**
 - several useful **activities**
-
- Listening exercises are very important in pronunciation training – **receptive skills are just as important as productive skills**.
- Show students that there are **many types of pronunciation**. Show materials (videos are good) that demonstrate these differences.
- Other aspects of Pronunciation training: **INTONATION, SENTENCE STRESS and CONNECTED SPEECH**.

Further reading and resources:

Baker A. (1981) *Ship or Sheep?* Cambridge University Press

Hahner J. (1986) *Speaking Clearly*. Random House, New York

Kelly G. (2000) *Teach Pronunciation*. Longman

Wells J.C (2000) *Longman Pronunciation Dictionary*. Longman

Dalton D. 'Some techniques for teaching pronunciation' <http://iteslj.org/techniques/Dalton-pronunciation.html>

(Interesting and useful essay)

www.soundsofenglish.org/tips.htm (useful resources and activities)

www.sunburstmedia.com/pronweb.html (links to pronunciation resources)

www.teachenglish.org.uk/think/pron.shtml (interesting and up to day essays on pronunciation methodology and teaching)

www.teachenglish.org.uk/try/prontry/pron-activities.shtml (good bank of pronunciation activities)