Teaching the language form:

PRONUNCIATION

Idioma estranger i la seva didàctica: Educació Primària

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PRONUNCIATION: DISCUSS

- Some teachers think pronunciation does not need to be taught specifically. Do you agree?

- Some teachers think pronunciation does not need to be practiced. Do you agree?

- Why do you think some teachers agree on these statements?
PRONUNCIATION: THE TEACHER’S ROLE

- Helping learners hear: misperceptions because of L1 influence (developing sound awareness)
- Helping learners make sounds: providing hints
- Providing feedback
- Promoting motivation and positive attitude
- Devising activities (for both individual AND connected sounds)
Exercise: sounds in connected speech

Chop, chop, choppity-chop.
Cut off the bottom,
And cut off the top
What there is left we will
Put in the pot:
Chop, chop, choppity-chop.
PRONUNCIATION: THE STUDENT’S ROLE

- To respond to the teacher’s help: not so easy because of:
  - L1 influence
  - the age factor (CPH)
  - the amount of exposure
  - one’s phonetic ability
  - motivation, attitude and identity

- To be comfortably intelligible
English vowels and consonants

- [http://ell.phil.tu-chemnitz.de/phon/articulatory/vowelsPhon.html](http://ell.phil.tu-chemnitz.de/phon/articulatory/vowelsPhon.html)
- [http://www.u.arizona.edu/~ohalad/Phonetics/docs/Cvchart.pdf](http://www.u.arizona.edu/~ohalad/Phonetics/docs/Cvchart.pdf)
SOURCES OF INTELLIGIBILITY PROBLEMS FOR SPANISH/CATALAN NATIVE SPEAKERS

- **Sound substitutions**
  - **vowels:** bug // bag
    - [bΛg] [bæg]
  - **consonants:** thick // sick
    - [θik] [sik]
- **Sound deletions:** hole // hold
  - [həʊl] [həʊld]
Sound insertions: spoon [(e)spun]

Links between words
- a linking sound: go in [gowin]
- a sound merger: nice shoe [nais + ɪuː = naiʃuː]
- a composite sound: this year [diz + jɪə = diʃjɪə]
- weak forms of > [əv] am > [əm]

The use of stress: record (n) [ˈrekəd] record (v) [riˈkɑːd]
- Stress beats occur at roughly equal intervals of time
- Content words vs. function words

The use of intonation and rhythm: authentic English, please!
Stress and rhythm

ONE TWO THREE FOUR
ONE and TWO and THREE and FOUR
ONE and a TWO and a THREE and a FOUR
ONE and then a TWO and then a THREE and then a FOUR

* Words in capital letters: words that are stressed
Reading pack – exercise “Find the rhymes”
Words that sound what they mean