A quick look at PRONUNCIATION

Expressió Oral i Escrita en Anglès
Comunicació Audiovisual
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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 is not so easy because of:
  - L1 influence
  - the age factor (CPH)
  - the amount of exposure
  - one’s phonetic ability
  - motivation, attitude and identity
PRONUNCIATION: THE STUDENT’S ROLE

- **AIM**: to be comfortably intelligible
English vowels and consonants

- Check moodle for useful websites
4.1 A vowel diagram with approximate values for SBE simple vowels
/ɪ/ a back vowel
Bean /iː/ vs Bill /ɪ/ vs Ben /eɪ/
/ɪ/ /ɪ/  /e/ /e/  /iː/ /iː/
English vowels

4.1 A vowel diagram with approximate values for SBE simple vowels
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 + ʃu: =naiʃu:]
- **Sound insertions:** spoon [(e)spun]
- **Links between words**
  - a linking sound: go in [gowin]
  - a sound merger: nice shoe [nais + ūː =naisuː]  [ðæt + gɜːl = ðæggɜːl ]
  - a composite sound: this year [diz + jiə = diʃjɪə]
  - weak forms of > [əv]  am > [əm]
- **The use of stress:**  record (n) [ˈrekəd] record (v) [rɪˈk :d]
  - Content words vs. function words
Strong vs weak forms

- This is for him vs. This is for him vs. This is for him
Elena: The fire is out. The story is that building’s old wirings caused it.
Stefan: Did you see where Damon went?
Elena: No, he just kind of disappeared.
Stefan: Figures.
Elena: I’m so glad you’re okay.
Stefan: I try so hard… to hate him. Now I guess it’s just pointless.
Elena: You care about him, so do I. But I love you, Stefan, and I know that you are worried about that.
Stefan: I just… you know, I know my brother.
Elena: But I love you, Stefan.
Stefan: I know the trouble he can cause.
Strong vs weak forms
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Elena: But I love you, Stefan.
Stefan: I know the trouble he can cause.
Elena: I love you, Stefan, you!
Elena: There’s nothing to worry about okay?
Pronunciation: changing meaning through word stress

Practice
• Sound insertions: spoon [(e)spun]
• Links between words
  • a linking sound: go in [gowin]
  • a sound merger: nice shoe [nais + ŏː =naiʃu:] [ðæt + ɹəl = ðæggɹəl ]
  • a composite sound: this year [diz + jiː = diʃjiː]
  • weak forms of > [əv] am > [əm]
• The use of stress: record (n) [’rekəd] record (v) [ri’k əd]
  - Content words vs. function words
  - Stress beats occur at roughly equal intervals of time
• 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