

# Teaching the language form:

---

# PRONUNCIATION

Idioma estranger i la seva didàctica: Educació Primària

# 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://www.u.arizona.edu/~ohalad/Phonetics/docs/Cvchart.pdf>
- [http://www.oup.com/elt/global/products/englishfile/elementary/c\\_pronunciation/pronunciation01/](http://www.oup.com/elt/global/products/englishfile/elementary/c_pronunciation/pronunciation01/)

# SOURCES OF INTELLIGIBILITY PROBLEMS FOR SPANISH/CATALAN NATIVE SPEAKERS

---

- Sound substitutions

vowels: bug // bag

[bʌg] [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:]
  - a composite sound: this year [diz + jiə = diʃjiə]
  - weak forms of > [əv] am > [əm]
- The use of stress: record (n) ['rekəd] record (v) [ri'k :d]
  - 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