

Phonology and Pronunciation

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Objectives

- To examine some of the research on pronunciation
- To learn, through participation, some instructional techniques for practicing pronunciation in the classroom

Stand Up, Hand Up, Pair Up

- Stand up
- Hand up
- Make eye contact with a partner
- Move toward each other
- Complete task
- High Five(?)/Turn away
- Hand up...repeat process

What I Remember/What I Learned

- Divide your paper into two columns: What I Remember and What I Learned.
- On the What I Remember side, record information that you remember from yesterday's session.
- Listen as a colleague reads his/her list. Write one of your colleague's ideas under the What I Learned column.
- Switch roles. Read your list to your partner.
- Thank your colleague and find another partner.

What I Remember/What I Learned

What I Remember

1. plan grouping
2. Word Wall Activity
- 3.
- 4.

What I Learned

- 1.
- 2.

Pronunciation

- Pronunciation requires cognition and motor functions.
- Good pronunciation is a balance between our monitor and our fluency. (Overuse of monitor decreases fluency)
- Teach pronunciation in a context.

Program for Improving Pronunciation

- Pronunciation goals must be personal and realistic.
 - evaluate student's ability
 - determine student's needs
 - plan appropriate interventions
- Access to native English speech & speakers
 - recorded English,
 - communicative interactions

Why Is It Hard for Native English Speakers (NES) to Understand Some Non-native English Speakers(NNES)?

Think, (Write), Pair, (Pairs-Share), Share

1. Think about the question.
2. Write your response.
3. Share with your partner. (A & B)
4. Share with another pair. (A & A, B & B)
5. Share with whole group

Phonology

Segmentals: basic inventory of sound

--about 40 phonemes (15 vowels, 25 consonants)

--distinguishes one word from another

Suprasegmentals: transcends individual production

--words, phrases, sentences

--stress, intonation, and tone

**produced unconsciously by native speakers

The Letter 'O'

- Has many sounds besides [o]
- In English [o] is more [o(u)] or [o(w)]
- Many common American English words have an 'o' pronounced with [a].

top

common

doctor

lot

rotten

crop

Bob and Tom Go Out

- Read the selection silently.
- Read it aloud by yourself or with your partner.
- Underline the words containing an /o/ with the sound of [a].
- Listen to a reading of the selection.
- Make changes if you hear a different reading of the sound.

Bob and Tom Go Out

Bob heard a knock at the back door while he was studying. He did not bother to stop his work because he knew that his mom would let Tom in. Tom and Bob went to college together and went to a comedy club every Friday evening because it only cost a dollar to get in before nine o'clock. Tom got ready to go out with Bob.

Nothing would be bopping at the comedy club tonight! Bob told Tom that he had seen the cops in front of the club because it had just been robbed. Bob and Tom hoped this did not mean their whole weekend would be a flop!

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The Letter 'O' Debrief

This activity would be beneficial for my students because _____.

This activity could be improved by _____.

Process

1. Identify target intervention: sound, intonation, etc.
2. Make sure students are familiar with the target sound/linguistic production in the activity.
3. Perform the activity.
4. Debrief/Self-evaluate/Teacher evaluate.

Numbered Heads Together

- Form groups of 4 and designate Person A, B, C, and D.
- Discuss the topic/question/problem.
- Be sure that each person is capable of providing the answer/information if called upon.
- (Teacher/Presenter picks A-B-C or D to answer.)

Numbered Heads Together

- Listen to the dialogue for content comprehension.
- Listen again and note observations about stress on can and can't and their verbs.
- Discuss your findings with the 3 other people in your group.
- Prepare to report out using Numbered Heads Together.

Life Can Be Stressful

Cathy: "I can't believe this is happening to me."

Jane: "Yeah, you seem upset."

Cathy: "How can this be happening?"

Jane: "Oh, com'on. You can understand something like this."

Cathy: "I can't understand how James can want to date Linda instead of me."

Jane (talking to herself): "I can imagine."

Let's Get Stressed with CAN!

- Modal auxiliaries are unstressed in sentences when they are affirmative.

We can leave at noon.

We can LEAVE at noon.

Georgia can speak Greek.

Georgia can SPEAK Greek.

Let's Get Stressed with CAN!

- When the modals are negative, they are stressed along with the verbs.

We CAN'T LEAVE at noon.

Georgia CAN'T SPEAK Greek.

The Pronunciation of CAN Can Affect Communication

- There is a change of pronunciation between the affirmative and negative use of can.
- Unstressed can sounds like kin.
- Stressed CAN'T has a strong vowel [æ] (Am.) or [a] (Br.)
- The final /t/ is an unreleased sound and is almost inaudible.
- Stress leads the listener to know it is negative.

Let's Practice

- 1a. You can CHANGE the plans.
- 1b. You CAN'T CHANGE the plans.

- 2a. Chris can READ French.
- 2b. Chris CAN'T READ French.

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A Quick Way to Summarize...

Something
that "squares
with what I
believe."

A question
going around
in my head.

Three
important
points to
remember.