

# Activities for Teaching Pronunciation

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# History of teaching pronunciation

1. Grammar-translation method
2. Direct approach
3. Audiolingual approach
4. Cognitive code approach
5. Communicative approach

Celce-Murcia and Goodwin

# History of teaching pronunciation:

## 1. Grammar translation method



# History of teaching pronunciation:

## 2. Direct approach



# History of teaching pronunciation:

## 3. Audiolingual approach



# History of teaching pronunciation:

## 4. Cognitive code approach

Focus on how the brain processes language.

Student must have awareness of how the language system functions.

# History of teaching pronunciation:

## 5. Communicative approach



# Goal of teaching pronunciation:

- ◆ To achieve a level of pronunciation which does not hinder the learner's ability to communicate.

## Factors that inhibit or enhance the acquisition of reasonable pronunciation

- ◆ Learner's native language
- ◆ Learner's age
- ◆ Learner's exposure to the target language
- ◆ Learner's innate phonetic ability
- ◆ Learner's attitude and sense of identity
- ◆ Learner's motivation and concern for good pronunciation

Kenworthy, 1987

# Sample classroom activities



# Articulation:

Diagram of articulators

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>



# Articulation

## Mouth exercises—Jaw

from *Training the Speaking Voice*, by Virgil Anderson. NY  
Oxford UP

1. Drop the jaw lazily and allow the mouth to fall open.
2. Move the relaxed jaw from side to side with the hand.
3. Move the jaw around in a circle.
4. Pronounce *ouch*. Open the mouth wide; repeat a number of times.
5. Repeat *gobble* /gab/rapidly, opening the mouth wide on /a/
6. Pronounce the following sentences, exaggerating the mouth opening for all of the stressed vowels:
  - a. Humpty Dumpty sat on a wall.
  - b. The wagon wobbled wildly.
  - c. Around the rough and rugged rock the ragged rascal ran.

# Articulation: Problem sounds

*/th/ and /t/*

as in

*/thought/ and /taught/*

# Sample Exercise from *Pronouncing American English.*\*

1a. taught  
b. thought

He taught a lot last night.  
He thought a lot last night.

2a. team  
b. theme

I need a team for my school.  
I need a theme for my school.

3a. tin  
b. thin

Do you like it when it's tin?  
Do you like it when it's thin?

4a. tank  
b. thank

She said, "tank."  
She said, "thank."

5a. tent  
b. tenth

It's my tent.  
It's my tenth.

6a. debt  
b. death

It's his debt I'm worried about.  
It's his death I'm worried about.

7a. boot  
b. booth

She has my boot.  
She has my booth.

8a. mat  
b. math

He said his mat was hard.  
He said his math was hard.

# Problem sounds (continued)

## Tongue Twisters:

### *Theophilis Thistle*



Theophilis Thistle,  
The famous thistle sifter  
Sifted three thousand thistles  
Through the thick of his thumb

◆ For more tongue  
twisters, visit

<http://members.aol.com/SdShowBob7/twisters.html>

# Problem Sounds: Communciative Activity

- ◆ Have students make lists of words with /t/ and /th/
- ◆ Assignment: You are going to have a party. List things that you will have to eat, things you will have at the party, people you will invite, etc. All of these things must begin with the sound /t/ or /th/

# Word/sentence stress

## Content words

*(stressed)*

- ◆ Nouns
- ◆ Verbs
- ◆ Adjectives
- ◆ Adverbs

## Function words

*(unstressed,  
reduced)*

- ◆ Articles
- ◆ Pronouns and Possessives
- ◆ Prepositions
- ◆ Auxiliary Verbs
- ◆ Conjunctions

# Stress stretch

## Part A.

In the following sentences, the most important content words are underlined. Read the sentences out loud, stretching to a standing position when you say the stressed words.

*Examples:*

a. I read the book.

b. I was jogging in the park.

# Stress Stretch (continued)

## Part B.

Underline the stressed words in these sentences. Then read them out loud and stand up as you say the stressed words.

1. He's going to the office.
2. He's working at his computer.
3. Did you go to the movies?
4. What movie did you see?
5. *Gone with the Wind.*

# Intonation/Rhythm/Volume

Choral repetition

Text: *Jazz Chants, Old and New*  
by Carolyn Graham

# ◆ It's Got to Be Somewhere

Where is it? Where is it?

◆ Where is it? Where is it?

I can't find it.

◆ She can't find it.

It's got to be here. It's got to be here.

◆ It has to be here. It must be here.

It's gone! It's gone! It's gone! It's gone!

◆ Take it easy. Take it easy.

It has to be here. It must be here.

◆ It can't be lost. It can't be lost.

It's got to be here. It's got to be here.

◆ Try to remember. Try to remember.

I can't remember.

◆ Try to remember.

I can't remember.

◆ Think back.

I can't think.

◆ Think back.

I can't think.

◆ Where did you put it? Where did you put it?

I can't remember. I can't remember.

Oh, here it is! Here it is! Thank heavens!

◆ Thank heavens!

I found it!

◆ She found it!

Here it is! Here it is! Whew!



# Reduced forms in spoken English: Conversation

- ◆ A. Jeat yet?
- ◆ B. No, jou?
- ◆ A. No, wanna go ta lunch?
- ◆ B. Sure, wherll we go?
- ◆ A. I dunno. Waddabout the coffee shop?
- ◆ A. Okay, I gotta get my coat.
- ◆ B. Me too. Seeya here in five minutes.

# List of Reduced Forms in Spoken American English

- |                     |                              |                    |                             |
|---------------------|------------------------------|--------------------|-----------------------------|
| 1. <b>ya</b>        | you                          | 14. 'e             | he                          |
| 2. <b>whaddaya</b>  | what do you,<br>what are you | 'is                | his                         |
| 3. <b>wannawant</b> | to                           | 'im                | him                         |
| 4. <b>gonna</b>     | going to                     | 'er                | her                         |
| 5. <b>donno</b>     | don't know                   | 'em                | them                        |
| 6. <b>ta</b>        | to                           | 15. 'n'            | and                         |
| 7. <b>gotta</b>     | got to                       | 16. <b>Kin</b>     | can                         |
| <b>hafta</b>        | have to                      | 17. <b>a</b>       | of                          |
| <b>hasta</b>        | has to                       | 18. <b>shoulda</b> | should have                 |
| 8. <b>yer</b>       | your                         | <b>coulda</b>      | could have                  |
| <b>yers</b>         | yours                        | <b>woulda</b>      | would have                  |
| 9. <b>cha</b>       | /t/ + you                    | <b>musta</b>       | must have                   |
| <b>cher</b>         | /t/+your,you're              | <b>maya</b>        | may have                    |
| 10. <b>-in</b>      | -ing                         | <b>mighta</b>      | might have                  |
| 11. <b>whacha</b>   | what do you,<br>what you     | 19. <b>da</b>      | "to" after a vowel<br>sound |
| 12. <b>ja</b>       | /d/ + you                    | 20. <b>fer</b>     | for                         |
| <b>jer</b>          | /d/ + your                   |                    |                             |
| 13. <b>er</b>       | or                           |                    |                             |

## List of Expressions from

*Whaddaya Say* by Nina  
Weinstein

# Comprehensive activity

- ◆ Titanic script (video or audio exercise)



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## Websites

- ◆ <http://del.icio.us/Chambere66/pronunciation>
- ◆ [http://turkey.usembassy.gov/teacher\\_development.html](http://turkey.usembassy.gov/teacher_development.html)

- ◆ Titanic script on separate page (do not look before viewing film)

# Titanic script-Stressed forms

## FILL IN THE BLANKS

- ◆ Jack: “Don’t do it!”
- ◆ Rose: “Stay back. Don’t come any closer.”
- ◆ Jack: “Come on. Just \_\_\_\_\_ your hand. I’ll pull \_\_\_\_\_ back over.”
- ◆ Rose: “No. Stay where you are. I mean it. I’ll let go.”
- ◆ Jack: “No, you won’t.”
- ◆ Rose: “\_\_\_\_\_ mean, ‘No, I won’t?’ Don’t presume to tell me what I will and will not do. You don’t know me.”
- ◆ Jack: “You \_\_\_\_\_ done it already.”
- ◆ Rose: “You’re distracting me. Go away.”
- ◆ Jack: “I can’t. I’m involved now. You let go and I’m.... I’m \_\_\_\_\_ \_\_\_\_\_ jump in there after \_\_\_\_\_.”
- ◆ Rose: “Don’t be absurd. You’ll be killed.”
- ◆ Jack: “I’m a good swimmer.”
- ◆ Rose: “The fall alone would kill you.”

# Titanic script

- ◆ Jack: "Don't do it!"
- ◆ Rose: "Stay back. Don't come any closer."
- ◆ Jack: "Come on. Just give me your hand. I'll pull you back over."
- ◆ Rose: "No. Stay where you are. I mean it. I'll let go."
- ◆ Jack: "No, you won't."
- ◆ Rose: "What do you mean, 'No, I won't?' Don't presume to tell me what I will and will not do. You don't know me."
- ◆ Jack: "You would have done it already."
- ◆ Rose: "You're distracting me. Go away."
- ◆ Jack: "I can't. I'm involved now. You let go and I'm.... I'm going to have to jump in there after you."
- ◆ Rose: "Don't be absurd. You'll be killed."
- ◆ Jack: "I'm a good swimmer."
- ◆ Rose: "The fall alone would kill you."

## Titanic script-Reduced forms

- ◆ Jack: “Don’t do it!”
- ◆ Rose: “Stay back. Don’t come any closer.”
- ◆ Jack: “Come on. Just gimme your hand. I’ll pull ya back over.”
- ◆ Rose: “No. Stay where you are. I mean it. I’ll let go.”
- ◆ Jack: “No, you won’t.”
- ◆ Rose: “Whaddaya mean, ‘No, I won’t?’ Don’t presume to tell me what I will and will not do. You don’t know me.”
- ◆ Jack: “You woulda done it already.”
- ◆ Rose: “You’re distracting me. Go away. “
- ◆ Jack: “I can’t. I’m involved now. You let go and I’m.... I’m gonna hafta jump in there after ya.”
- ◆ Rose: “Don’t be absurd. You’ll be killed.”
- ◆ Jack: “I’m a good swimmer.”
- ◆ Rose: “The fall alone would kill you.”

# Titanic script-Stressed forms

## ANSWERS

- ◆ Jack: “Don’t do it!”
- ◆ Rose: “Stay back. Don’t come any closer.”
- ◆ Jack: “Come on. Just gimme your hand. I’ll pull ya back over.”
- ◆ Rose: “No. Stay where you are. I mean it. I’ll let go.”
- ◆ Jack: “No, you won’t.”
- ◆ Rose: “Whaddaya mean, ‘No, I won’t?’ Don’t presume to tell me what I will and will not do. You don’t know me.”
- ◆ Jack: “You woulda done it already.”
- ◆ Rose: “You’re distracting me. Go away. “
- ◆ Jack: “I can’t. I’m involved now. You let go and I’m.... I’m gonna hafta jump in there after ya.”
- ◆ Rose: “Don’t be absurd. You’ll be killed.”
- ◆ Jack: “I’m a good swimmer.”
- ◆ Rose: “The fall alone would kill you.”