



## Tutor Training Workshop Pronunciation

Spring 2022

*Literacy  
lifts Lives*

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### Pronunciation: Learning objectives

- Identify three principles for teaching pronunciation.
- Practice correctly making and describing English sounds.
- Learn the explicit instruction process for teaching sounds.
- Learn activities to help students improve pronunciation.




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### Principle 1: Native language influences pronunciation

#### Problems

- The English sound is new to the student.
- The sound is used in a different place.
- The sound doesn't exist in student's language but is similar to one that does.

#### Research

- Compare English alphabet to native language alphabet.
- Compare English sounds to native language sounds.



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## Principle 2: Students don't "pick up" good pronunciation

### Students need

- Direct instruction
- Accurate modeling
- Descriptions
- Lots of practice



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## Types of sounds

Name of letter = a  
Sound of letter = /a/ (short vowel)  
Sound of letter = /ā/ (long vowel)

- Voiced sounds such as /b/ /d/ /z/
- Unvoiced sounds such as /p/ /t/ /s/
- Nasal sounds /m/ /n/ /ng/
- Continuants such as /f/ /s/ /v/
  - Sounds you can make as long as you have breath
  - Blend easily with other sounds to make words
- Stop sounds such as /b/ /t/ /p/
  - Sounds which are gone as soon as you make them
  - Difficult to blend with other sounds to make words



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## Four stages for making sounds correctly

- Get the lips and mouth in position.
- Produce the sound.
- Stop the sound.
- Relax the position of the mouth.

*If you reverse the last two steps, you will get an unwanted vowel sound (uh) on your consonants.*



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## Steps for teaching sounds: Explicit instruction

- **Explain and model**
  - Model the sound and have them repeat it.
  - Explain the position of the mouth and have them watch.
- **Practice listening**
- **Practice speaking**
  - Have the student watch in a mirror as you both make the sound and compare mouth positions.
  - Describe what is happening in the mouth; draw a picture if needed
- **If the student makes the sound correctly, no explanation is necessary.**

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## Distinguishing types of sounds. . .

Unvoiced	Voiced	Unvoiced	Voiced
p	b	s	z
t	d	wh	w
c	g	th	th
ch	j	sh	zh
f	v		

Nasal
m n ng



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## . . .Distinguishing types of sounds - summary

### Voiced vs Unvoiced

- Hold a slip of paper in front of the mouth and make the sound for *b* and then *p*. The paper stays still with *b* (the voiced sound), but moves with *p* (the unvoiced sound).
- Hold your fingers on your voice box and say the sounds for *s* and *z*. Feel the vibration for *z*, the voiced sound.
- Put your fingers in your ears and say *s* and *z*. With *z*, the voiced sound, you will hear buzzing.

### Nasal sounds

- Make the sound for *m* while feeling the top of your head or your temples. You will feel vibration.




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### Principle 3: Encourage, reassure, practice

- Give encouragement and praise.
- Assure the student that you will work together.
- Practice new sounds often.
- The goal is communication, not perfection.




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### Vowels sounds

#### Long vowels

ā, ē, ī, ō, ū

The sounds are the same as the letter names.  
Long vowels have multiple spellings.

#### Short vowels - Use the key words to hear the sounds.

apple - ā  
Ed - ē  
inch - ī  
olive - ō  
up - ū




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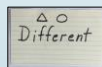
### Minimal pairs

#### Minimal pairs

- pill/bill
- pail/bail

A minimal pair consists of two words that differ only in one sound.

- pair/bear
- pie/buy



- bit/beat
- bill/bell



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## Practicing vowel sounds: Tense and lax pairs (long and short vowels)

Pairs of vowels that are  
easily confused

beat .....	bit
meet .....	mit
bait .....	bet
cheap .....	chip
feet .....	fit
lace .....	less




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## Non-standard English

- Gonna (going to)
- Coulda (could have)
- Didja (did you)
- Dontcha (don't you)
- Dewit (do it)



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## Online Resources

Learning Chocolate

[learningchocolate.com](https://learningchocolate.com)

Merriam-Webster's Learner's Dictionary

[learnersdictionary.com](https://learnersdictionary.com)

Color Vowel Chart

[americanenglish.state.gov/resources/color-vowel-chart](https://americanenglish.state.gov/resources/color-vowel-chart)




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