



เอกสารบริการวิชาการ

English Pronunciation for Teachers

อาจารย์จินดาพร แสงกาญจนวนิช

สาขาวิชาภาษาอังกฤษ

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English Pronunciation for Teachers

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Why is pronunciation important?

- **Intelligibility**
Are the articulations understood by listeners?
- **Social acceptability**
Are the sounds produced acceptable to listeners?

Phonetic symbols: A pronunciation guide

Why are they necessary?

Spelling and pronunciation

- Different letters may represent the same sound:
to too shoe glue through
- The same letter represents different sounds:
cake mat any sofa call
- Combinations of letters may represent one sound:
rough physics head
- Letters may represent no sounds:
bomb cake knee debt though

What are the symbols used for the English sounds?

See the handout titled
“Phonetic symbols: A guide to pronunciation”

Common problem sounds

| English sounds | Common errors |
|---------------------------------------|-------------------|
| r “ <u>r</u> ice” | l “lice” |
| z “ <u>r</u> aise” | s “race” |
| v “ <u>v</u> et” “ <u>s</u> ave” | w “wet” f “safe” |
| θ “ <u>t</u> hin” | t “tin” s “sin” |
| ð “ <u>t</u> hen” | d “den” |
| tʃ “ <u>ch</u> air” “ <u>ch</u> atch” | ʃ “share” t “cat” |

Other common errors?

- In a group of 3-4 people, discuss other pronunciation errors you have found in your teaching.
 - Single sounds? Clusters?
 - At the beginning/ end of a word?

What teachers should know:

- The **production** of English sounds (the physical aspect)
 - ➡ how each sound is produced
- The **patterns** of sounds (the rules)
 - ➡ how the sounds are put together

Understanding **sound production** enables the teacher to...

- understand how students are using their speech organs in producing a native language sound and what they should be doing to reproduce the English sound
- identify the physical reasons for inaccurate approximations of sounds
- give precise instructions which will help students correct faulty pronunciation

Fixing problems:
What speech organs are used?
How are they used?

Speech organs: lips, teeth,
tongue, alveolar ridge, hard palate,
velum (soft palate), uvula, glottis.

/r/ “right” Sides of tongue to back teeth.

Tip points up.

/l/ “light” Air goes over sides of tongue & out of mouth.

/s/ “rice” Voiceless. Tip of tongue behind upper teeth. Make friction.

/z/ “rise” Voiced. Tip of tongue behind upper teeth. Make friction.

/t/ “tin” Voiceless. Tip of tongue at the alveolar ridge.

/d/ “day” Voiced. Tip of tongue at the alveolar ridge.

/θ/ “thin” Voiceless. Tongue between upper and lower teeth. Make friction.

/ð/ “they” Voiced. Tongue between upper and lower teeth. Make friction.

Pronunciation tips

- **Listening:** sound discrimination
- **Noticing:**

Imagine a sound in your mind **before you say it**. Try to visualize the positioning of your tongue and mouth. Think about how you are going to make the sound.

- **Producing:** Physically making sounds.
- **Practicing**

Minimal pairs for practice

| v | vs. | f |
|-----------------|-----|---------------|
| <u>s</u> ave | | sa <u>f</u> e |
| lea <u>v</u> e | | lea <u>f</u> |
| beli <u>v</u> e | | beli <u>f</u> |
| l <u>v</u> e | | l <u>f</u> e |

| v | vs. | w |
|--------------|-----|--------------|
| <u>v</u> ine | | <u>w</u> ine |
| <u>v</u> ent | | <u>w</u> ent |
| <u>v</u> est | | <u>w</u> est |
| <u>v</u> ow | | <u>w</u> ow |

θ vs. t

| | |
|---------------|--------------|
| <u>th</u> ank | <u>t</u> ank |
| <u>th</u> in | <u>t</u> in |
| <u>th</u> ick | <u>t</u> ick |
| <u>ba</u> th | <u>ba</u> t |

ð vs. d

| | |
|-----------------|---------------|
| <u>th</u> en | <u>d</u> en |
| <u>br</u> eathe | <u>br</u> eed |
| <u>soo</u> the | <u>sue</u> d |
| <u>ba</u> the | <u>ba</u> de |

s vs. z

| | |
|--------------|---------------|
| <u>S</u> ue | <u>z</u> oo |
| <u>f</u> ace | <u>ph</u> ase |
| <u>r</u> ace | <u>r</u> aise |
| <u>b</u> us | <u>b</u> uzz |

ʃ vs. tʃ

| | |
|---------------|---------------|
| <u>sh</u> are | <u>ch</u> air |
| <u>sh</u> ip | <u>ch</u> ip |
| <u>ca</u> sh | <u>ca</u> ch |
| <u>ma</u> sh | <u>ma</u> ch |

Expanded contexts: Phrases and sentences

That's right.

Father and mother

This is my other brother

I like this one better than the other one.

Sound patterns

What is the difference between the sounds
/p,t,k/ in the left and the right columns?

| | |
|--------------|----------------|
| <u>p</u> ark | s <u>p</u> ark |
| <u>p</u> eak | s <u>p</u> eak |
| <u>p</u> it | s <u>p</u> it |

| | |
|--------------|----------------|
| <u>t</u> op | s <u>t</u> op |
| <u>t</u> ool | s <u>t</u> ool |
| <u>t</u> eam | s <u>t</u> eam |

| | |
|--------------|----------------|
| <u>c</u> an | s <u>c</u> an |
| <u>c</u> are | s <u>c</u> are |
| <u>k</u> in | s <u>k</u> in |

Word Final -ed = /t, d, ɪd/

The pronunciation of written **-ed** is based on the final sound of the verb, before adding **-ed**.

- After a **voiceless** sound ⇒ /t/
stoppeded walkeded watcheded
- After a **voiced** sound ⇒ /d/
calleded nameded manageded
- After **"t" or "d"** ⇒ /ɪd/
wanteded neededed protecteded

Which word has a different **-ed** sound?

- | | | | |
|----|---------|---------|---------|
| 1. | stopped | started | stated |
| 2. | loved | looked | liked |
| 3. | tasted | traded | talked |
| 4. | wanted | needed | desired |
| 5. | cooked | cleaned | baked |
| 6. | lifted | skipped | hopped |
| 7. | ended | added | danced |

Word Final -s = /s, z, IZ/

The pronunciation of written -s, -es, 's is based on the final sound of a word, before adding -s.

- After a **voiceless** sound → /s/
cups cats checks
- After a **voiced** sound → /z/
dogs cans calls
- After /s, z, ʃ, ʒ, tʃ, dʒ/ → /ɪz/
places buzzes pushes catches judges

Which word has a different –s sound?

- | | | | |
|----|----------|---------|----------|
| 1. | cups | plates | spoons |
| 2. | belts | hats | ties |
| 3. | dishes | gates | pages |
| 4. | dogs | cats | birds |
| 5. | eyes | toes | noses |
| 6. | shoes | dresses | blouses |
| 7. | teachers | doctors | dentists |

Other sound patterns

- **Stress**

| | | |
|------------------|--------------------|---------------------|
| <u>n</u> ation | <u>n</u> ational | national <u>ity</u> |
| <u>m</u> agic | <u>m</u> agical | mag <u>i</u> cian |
| bi <u>o</u> logy | bi <u>o</u> logist | bi <u>o</u> logical |

| | |
|----------------------|----------------------|
| <u>d</u> esert (n) | <u>d</u> esert (v) |
| <u>i</u> ncrease (n) | <u>i</u> ncrease (v) |

- **Intonation:** speech melody

Pronunciation is difficult.

Is pronunciation difficult?

Why is pronunciation difficult?

- **Features in connected speech**

Linking

What's up?
boys and girls

Elision

last week
old man

Weak form

I have to go.

What to take into consideration:

- How useful is the sound/feature in distinguishing words and in communication?
- How frequently does it occur?
- How difficult is it for learners?

Phonetic symbols: A guide to pronunciation

Vowels and diphthongs

| | | |
|----|------------------|----------------------------------|
| i | as in tree | /tri/ |
| ɪ | as in insect | /ɪnsekt/ |
| e | as in bet | /bet/ |
| æ | as in cat | /kæt/ |
| ɑ | as in car | /kɑ/ British, /kɑr/ American |
| ɒ | as in bought | /bɒt/ |
| ɔ | as in saw | /sɔ/ |
| ʊ | as in as in foot | /fʊt/ |
| u | as in boot | /bʊt/ |
| ʌ | as in up | /ʌp/ |
| ɜ | as in fur | /fɜ/ British, /fɜr/ American |
| ə | as in ago | /ə'gəʊ/ |
| eɪ | as in play | /pleɪ/ |
| əʊ | as in know | /nəʊ/ |
| aɪ | as in sky | /skaɪ/ |
| aʊ | as in how | /haʊ/ |
| ɔɪ | as in boy | /bɔɪ/ |
| ɪə | as in near | /nɪə/ British, /nɪrə/ American |
| eə | as in where | /weə/ British, /weər/ American |
| ʊə | as in pure | /pjʊə/ British, /pjʊər/ American |

Consonants

| | | |
|----|--------------|----------------|
| p | as in play | /pleɪ/ |
| b | as in boy | /bɔɪ/ |
| t | as in tree | /tri/ |
| d | as in dog | /dɒg/ |
| k | as in cat | /kæt/ |
| g | as in got | /gɒt/ |
| tʃ | as in chin | /tʃɪn/ |
| dʒ | as in judge | /dʒʊdʒ/ |
| f | as in fine | /faɪn/ |
| v | as in visit | /vɪzɪt/ |
| θ | as in thin | /θɪn/ |
| ð | as in then | /ðɛn/ |
| s | as in sick | /sɪk/ |
| z | as in zoo | /zu/ |
| ʃ | as in shine | /ʃaɪn/ |
| ʒ | as in vision | /vɪʒn/ |
| h | as in how | /haʊ/ |
| m | as in much | /mʌtʃ/ |
| n | as in now | /naʊ/ |
| ŋ | as in sing | /sɪŋ/ |
| l | as in leg | /leg/ |
| r | as in read | /rɪd/ or /red/ |
| j | as in yes | /jes/ |
| w | as in wet | /wet/ |

You can find out how to pronounce a word by checking a good dictionary to see what the correct pronunciation is supposed to be. The phonetic symbols that follow the word represent the sounds that make up the word.

phonetic

/fə'netɪk/

adjective

1 of or relating to phonetics

2 representing the sounds of speech

(from Oxford ESL Dictionary)

Notes:

- Many words can have the same pronunciation but be written differently with different meanings. For example "**to**", "**two**", and "**too**" which all have the phonetic transcription /tu/.
- Sometimes, words can be written similarly but have different pronunciations as in the "**ough**" combinations **thought**, **though**, **bough**, and **through**.
- The symbols used in each dictionary vary. Refer to the pronunciation key in the dictionary you use.
- Be aware of the difference between British English and American English.