

# Pronunciation: the Cinderella of ELT

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# Roadmap

- Theory
  - Pronunciation: the Cinderella of ELT
  - Why is it important to teach pronunciation?
  - Factors
  - A few principles to adopt in teaching pronunciation
  - Developing awareness of the importance of accurate pronunciation
- Practice
  - Segmental level – practicing individual sounds
  - Suprasegmental level – intonation, stress, connected speech
- A few tips from me





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Why is it important to teach pronunciation?

# Why is it important to teach pronunciation?

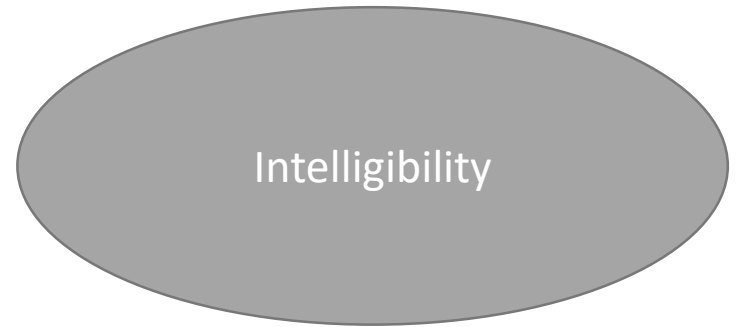
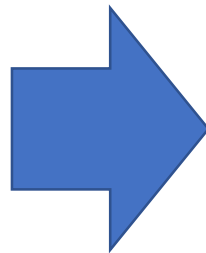
...to avoid communication breakdowns.



# Why is it important to teach pronunciation?

...to avoid communication breakdowns.

- Grammar
- Word choice
- Communicative strategies
- Pronunciation



# Factors

- biological
- mother tongue or other languages (positive and negative transfer)
- personality and attitude
- age
- time
- aim of the course

# A few principles to adopt in teaching pronunciation

- integrate it with skills (listening and speaking) and other language systems (vocabulary, grammar)
- use a variety of activities – productive and receptive (developing awareness, games, analysis etc.)
- recycle activities
- plan it
- react to opportunities
- develop a general set of gestures and symbols for correction and modelling
- expose students to different native and non-native pronunciations
- make it fun and set realistic goals





# Developing awareness of the importance of accurate pronunciation

- Funny videos

<https://www.youtube.com/watch?v=SzeEq5MvNFg>

- Pronunciation poems

*Just compare heart, beard, and heard,  
Dies and diet, lord and word,  
Sword and sward, retain and Britain.  
(Mind the latter, how it's written.)  
Now I surely will not plague you  
With such words as plaque and ague.  
But be careful how you speak:  
Say break and steak, but bleak and streak;  
Cloven, oven, how and low,  
Script, receipt, show, poem, and toe.*

<https://www.learnenglish.de/pronunciation/pronunciationpoem.html>



# Segmental level

practicing individual sounds

# Practicing individual sounds - tongue twisters

She sells sea shells by  
the seashore. The shells  
she sells are seashells,  
I'm sure.



# Tongue twister game

## Students create their own tongue twisters

1. *Write your first name*
2. *What did she/he do?*
3. *Where?*
4. *When?*
5. *Why? Because ...*

Examples:

- *Bob bought a bike in Bali on his birthday because he was bored.*
- *Susan sang a song at the seaside on the 6th of September because she saw some sunshine.*
- *Laura laughed in the laundrette at lunchtime because she lost her laundry.*



# Practicing individual sounds - minimal pair Bingo!

Consonants /t/ vs /ʃ/		Consonants /θ/ vs /s/	
chair	share	thank	sank
witch	wish	thick	sick
chip	ship	thing	sing
cheap	sheep	thumb	some
cheat	sheet	path	pass
watch	wash	mouth	mouse
cheese	she's	tenth	tense

path ✓	mouth ✓	chair ✓
sheep	watch	mouse
tenth	sick	cheese

**BINGO**

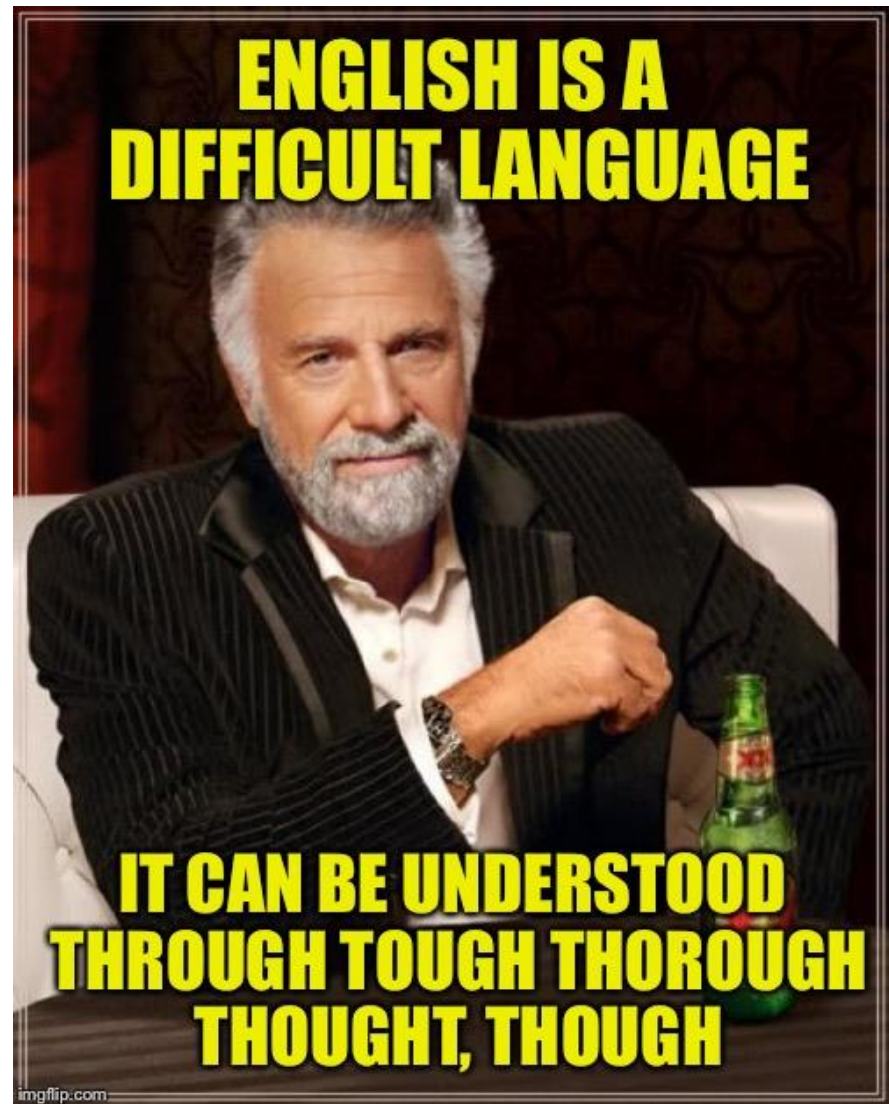
Practicing  
individual  
sounds – OUGH

Video

[https://www.youtube.com/  
watch?v=8nuhw\\_O8BHM&  
t=5s](https://www.youtube.com/watch?v=8nuhw_O8BHM&t=5s)



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# Practicing individual sounds – schwa /ə/

doctor

tomorrow

summer

protect


survive

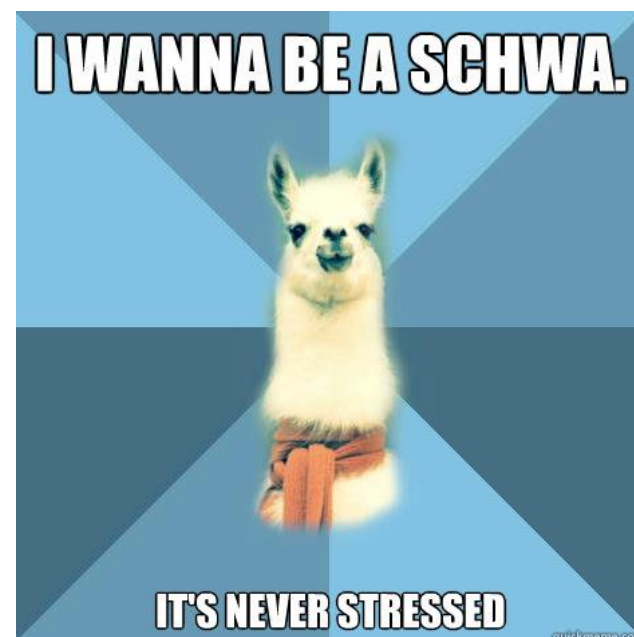
# Practicing individual sounds – schwa /ə/

**SOUNDS:** schwa /ə/

**5 a** Mark where you expect to hear the schwa /ə/ sound (in unstressed syllables) in these sentences.

- 1 There was a lot of emphasis on looking nice.
- 2 It was a bit of a waste of time.
- 3 I used to hate school because I was useless at most subjects.
- 4 It meant a huge amount to me when I was growing up.
- 5 I don't know what made him decide to live life as a pirate.
- 6 Families and schools account for just five percent.

**b**  4.5 Listen and check, then listen again and repeat.





# Practicing individual sounds – sounds and spelling


## SOUNDS AND SPELLING

### 6 a Find one word from each group that:

- 1 has a silent 'l'
- 2 has a silent 'gh'
- 3 has a 'gh' that is pronounced as /f/
- 4 has a 't' that is pronounced as /ʃ/ (like in *shoe*)
- 5 has a 't' that is pronounced as /tʃ/ (like in *cheese*)

A enough nature qualification higher calm

B ambitious might future walk laugh

b  1.6 Listen and repeat.

# Practicing individual sounds - diphthongs

## Lesson 5A

### SOUNDS: diphthongs


#### PRONUNCIATION TIP

A diphthong is a glide from one vowel sound to another.  
For example, /eɪ/ glides from /e/ to /ɪ/.

- 1 a** Look at the words in the box. Match two to each of the diphthongs.

clear delay diversion flowing hold-up  
northbound power serious stare tailback  
wear wifi

- 1 /ɪə/ as in *ear* .....
- 2 /eə/ as in *air* .....
- 3 /eɪ/ as in *day* .....
- 4 /aɪ/ as in *why* .....
- 5 /aʊ/ as in *now* .....
- 6 /əʊ/ as in *no* .....

- b**  5.1 Listen, check and repeat.

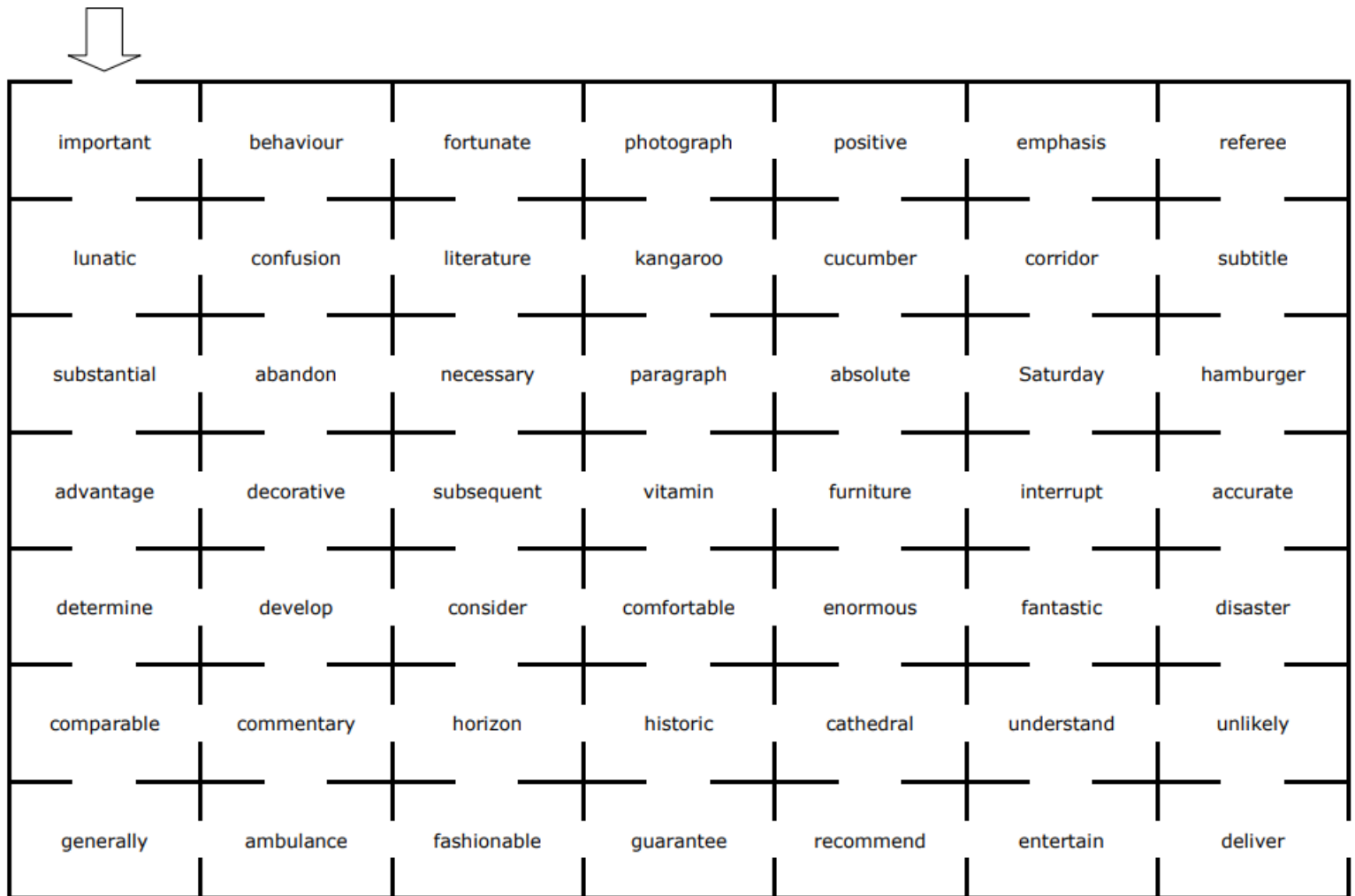
# More pronunciation games

- **Odd one out** (written or spoken)
  - consonants, vowels, word stress, number of syllables

*sun moon love must blood*
- **Silently mouthing**

- **Pronunciation maze or route**

- consonants, vowels, word stress, number of syllables



important	behaviour	fortunate	photograph	positive	emphasis	referee
lunatic	confusion	literature	kangaroo	cucumber	corridor	subtitle
substantial	abandon	necessary	paragraph	absolute	Saturday	hamburger
advantage	decorative	subsequent	vitamin	furniture	interrupt	accurate
determine	develop	consider	comfortable	enormous	fantastic	disaster
comparable	commentary	horizon	historic	cathedral	understand	unlikely
generally	ambulance	fashionable	guarantee	recommend	entertain	deliver

# Suprasegmental level

Intonation, stress, connected speech

# Intonation and stress – *yes/no* and *wh- questions*

## Grammar

- 7 Read the grammar box and choose the correct alternatives.

### Present simple and present continuous

Use the <sup>1</sup>present simple/present continuous:

- to talk about habits and routines or repeated actions, often with adverbs of frequency like *usually*, *often* and *sometimes*.

*I **usually listen** to music.*

- for permanent situations.

*I **come from** (Bilbao).*

*I **run** my own company.*

Use the <sup>2</sup>present simple/present continuous to talk about actions at the present moment, happening around now and temporary situations, often with *at the moment* and *right now*.

*I'm **studying** for a degree.*

*My wife **is doing** a degree **at the moment**.*

Some verbs almost always use <sup>3</sup>simple/continuous forms, for example, *have/have got*, *like*, *love*, *hate*, *prefer*; *hear*, *see*, *know*, *want*.

*He's **got/has** a degree in civil engineering.*

*She **wants** to get a job abroad.*

- 8 a  1.2 Listen and notice the pronunciation of *do you*.

- 1 Where do you live?
- 2 What do you do?
- 3 What university do you go to?
- 4 Do you like sport?

- b Listen again and repeat.



# Intonation and stress – *yes/no* and *wh-* questions


## Lesson 1A

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### INTONATION AND STRESS: questions

#### **PRONUNCIATION TIP**

*Wh-* questions usually have a falling intonation and *yes/no* questions usually have a rising intonation.

**1 a**  **1.1 Match questions 1–5 with stress patterns a–e. Then listen and check.**

- |                                 |            |
|---------------------------------|------------|
| 1 Do you enjoy your job?        | a 0oo0     |
| 2 What are you going to do?     | b ooo0o    |
| 3 Where are you from?           | c ooo0o0   |
| 4 Why are you studying English? | d 0oo0oo0  |
| 5 Do you like travelling?       | e 0oo0oo0o |

**b Listen again. Does the intonation in each question rise ↗ or fall ↘?**

**c Listen again and repeat.**

# Sentence stress: stress and meaning

1. JOHN wrote the music while he was at university.
  2. John wrote the MUSIC while he was at university.
  3. John WROTE the music while he was at university.
  4. John wrote the music while he was at UNIVERSITY.
- 
- a) He wrote the music? That does surprise me. I thought he wrote the words.
  - b) How surprising. I thought he did it at school.
  - c) I am amazed. I thought he just took someone else's melody.
  - d) I don't believe you. I thought Paul wrote the music.





# Sentence stress: stress and meaning

A: John wrote the music while he was at university.

B: He wrote the music? That does surprise me. I thought he wrote the words.

A: John wrote the music while he was at university.

B: How surprising. I thought he did it at school.

A: John wrote the music while he was at university.

B: I am amazed. I thought he just took someone else's melody.

A: John wrote the music while he was at university.

B: I don't believe you. I thought Paul wrote the music.



# Connected speech: „Knock, knock“ jokes

Knock, knock.

*Who's there?*

Ann.

*Ann who?*

Ann apple hit me on the head.

Knock, knock.

*Who's there?*

Police.

*Police who?*

Police open the door.

Knock, knock...  
Who's there?  
Ice cream.  
Ice Cream Who?



*Ice cream if you don't let me in!*

**KNOCK, KNOCK.**

*Who's there?*

**Nobel.**

*Nobel who?*

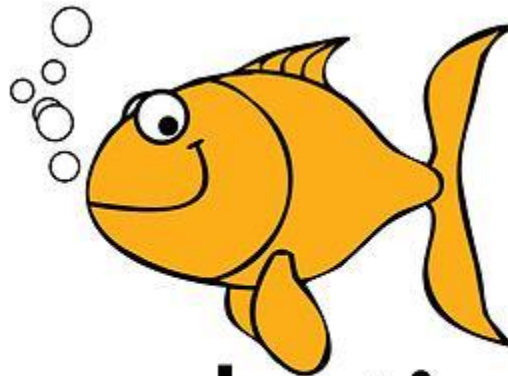
**Nobel...that's why I  
knocked.**

Parade

# A few tips from me

- Raise their **awareness**
- Teach them **independence** –  
**familiarity** with IPA,  
patterns and rules
- Let them **personalise** words  
and features that *they*  
personally find difficult
- **Encourage** them to find  
resources they are  
interested in

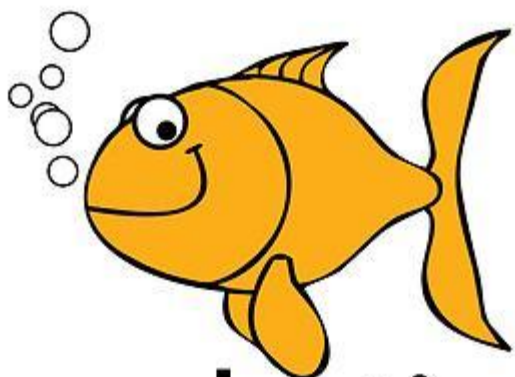




ghoti



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ghoti

IF THE GH SOUND IN ENOUGHGH IS PRONOUNCED “F”  
& THE O IN WOMEN MAKES THE SHORT “I” SOUND  
& THE TI IN NATION IS PRONOUNCED “SH”  
THEN THE WORD

“GHOTI”

IS PRONOUNCED JUST LIKE



“FISH”



WELCOME TO THE ENGLISH  
LANGUAGE



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