

# AJO424

METODY VÝUKY ANGLICKÉ VÝSLOVNOSTI

METHODS OF  
ENGLISH PRONUNCIATION TEACHING

## LESSON 2 INTRODUCING THE PHONEMIC CHART & USE OF PHONEMIC TRANSCRIPTION AND ITS PLACE IN GENERAL ENGLISH LESSONS

1

### WHY should we learn to transcribe?

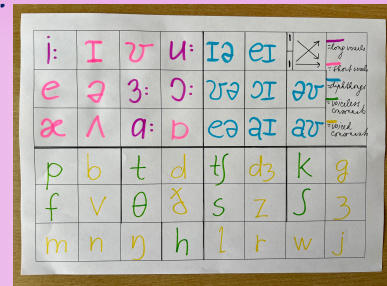
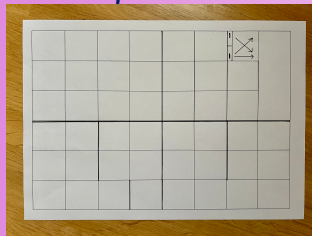
- **INDEPENDENCE**
  - for the teacher as well as the learner
- **SYSTEMATICITY**
  - We can rely on a generally accepted system. / Having a single system works.
- **RELIABILITY**
  - Access to the phonemic script allows learners instantly to relate the pronunciation of words to one another and not to pronounce *hove* /həʊv/ as if it rhymed with *love* /lʌv/ or *shave* /ʃeɪv/ as if it rhymed with *have* /hæv/.
- **PROFESSIONALISM**
  - The ability to use a simple, if technical, area of linguistics is an indicator of professional competence.
- **CORRECTION & NEEDS ANALYSIS**
  - Having a transcription of what learners actually produce next to a transcription of what they should produce helps us identify what needs work and what is adequate.

2

## HOW can we teach to transcribe? I.

### ➤ CREATE YOUR OWN CHART

- Prepare a blank version of the phonemic chart, with three sections (monophthongs, diphthongs and consonants) but with each of the 44 phoneme squares blank.
- Elicit the consonant sound from the class by asking, e.g., "what's the first sound in the word 'pig'?"
- Elicit the vowel sounds, by miming each sound silently to illustrate the lip position / invite the learners to suggest where the sound fits in the vowel section (front x back, closed x open).
- Repeat the miming procedure for the diphthong sounds.
- Continue until the chart is complete.



3

## HOW can we teach to transcribe? II.

### ➤ RECOGNISING THE SYMBOLS

- Helping learners recognise phonemic symbols in the context of familiar words.
- Prepare a set of words that the learners should already know (e.g. a lexical set such as 'sports', 'hobbies', 'food'). Transcribe the words into phonemic script and write them on a photocopiable handout.
- Ask the learners to work in pairs or small groups and decide what the spelling of each word is.
- Example:  
/fu:d/ /'pæstə/ /'sænwɪtʃ/ /hʌ:p/ /'hʌtə/ /'jɒgət/ /'pɪtsə/ ...

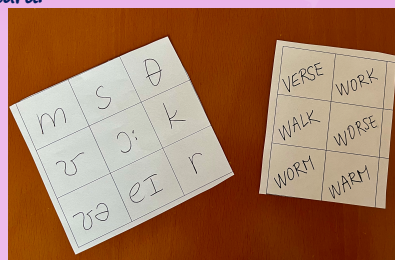
4



## HOW can we teach to transcribe? III.

### > PHONEMIC BINGO

- Helping learners recognise phonemic symbols and the sounds they represent.
- Give each learner (or pair / small group) a card.
- Randomly pronounce sounds from the phonemic chart:  
"Number 1: /e/, number 2: /i/, number 3: /ɜ:/, etc."
- If a learner hears a sound which is on their card:
  - a/ They write the number next to the sound.
  - b/ They cross out that sound.
- The winner is the first person to number correctly all the sounds on their card.
- Alternative version: words (minimal pairs) instead of individual sounds, e.g., walk, work, verse, worse, worm, warn, ...



5

## HOW can we teach to transcribe? IV.

### > MIMING SOUNDS

- Giving learners practice in recognising the lip positions of vowels and diphthongs and producing those sounds with the correct lip shape.
- Start the activity by silently miming a vowel sound to the whole class, and then do the same with a diphthong.
- Can also be played in groups of four or five:
  - a/ One learner in each group begins the activity by miming a vowel or diphthong silently.
  - b/ The other learners have to guess what sound it was.
  - c/ The learner who guesses correctly then takes over and mimes the next sound.

6

## HOW can we teach to transcribe? V.

### ➤ ENDINGS AND BEGINNINGS / WORD FOOTBALL

- Helping to foster close attention to spelling, pronunciation and the relationship between them.
- Learner A says any English word.
- Learner B has to say a word whose FIRST SOUND is the same as the LAST SOUND of A's word.
- Learner C says a word whose FIRST SOUND is the same as the LAST SOUND of B's word, etc.
- An example of a correct sequence:  
teacher – attack – kill – lemon – nice – set – tap – park – clown – no – open...

7

## HOW can we teach to transcribe? VI.

### ➤ SOUNDS / SOUNDS-VOCABULARY GAME

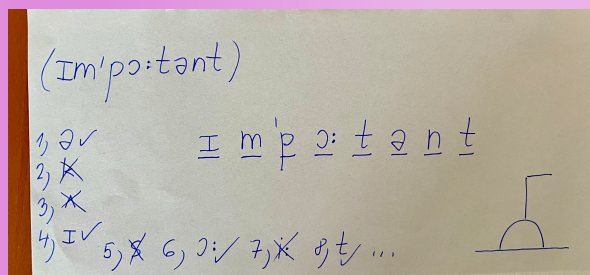
- Helping to foster close attention to spelling, pronunciation and the relationship between them.
- Say as many words as possible beginning with the sound /ð/:  
this, that, those, smoothing, breathe, sunbathing, ...
- Alternative: Write a couple of general vocabulary categories on the board (e.g. countries, food, sports, clothing, professions, animals, parts of body). You will write a vowel (e.g. /i:/) or consonant (e.g. /p/) phoneme on the board. Learners have to find a word for each of the categories that contains this sound. Make sure the learners understand that the sound can be at the beginning of the word, in the middle or at the end.  
Example: /i:/ Greece – cheese – skiing – jeans – teacher – sheep – knee  
/p/ Portugal – pear – polo shirt – police officer – parrot – palm

8

## HOW can we teach to transcribe? VII.

### > PHONEMIC HANGMAN

- Recognising and producing individual sounds and combinations of sounds in words.
- Instead of spelling the words we wish to revise, we use their transcription = phonemes.
- Make sure that the learners pronounce the phonemes correctly and do not spell them (e.g. /bi:/ for /b/).
- Can be used as a warmer or as a final activity, or as vocabulary revision.



9

## HOW can we teach to transcribe? VIII.

### > A BAGFUL OF SOUNDS

- A game to practise links between pronunciation and vocabulary.
- Two bags: a set of vowels and a set of consonants.
- Learners should, in turn, without looking in the bags, take out one vowel and one consonant. Then they try to say (and write) a word which contains both the sounds they have taken.
- Can be made into a competition with a scoring system.
- More challenging version:  
e.g. one vowel and two consonants, etc.



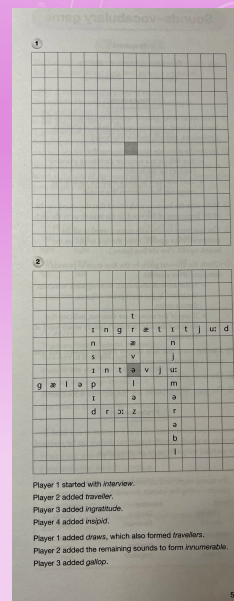
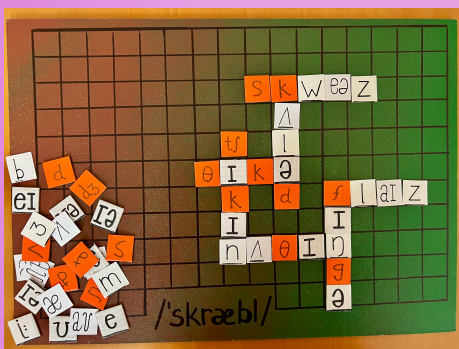
10



## HOW can we teach to transcribe? IX.

### ➤ PHONEMIC SCRABBLE

- To give learners an opportunity to consider carefully the exact pronunciation of words in their vocabulary.
- Possible dictionary work: disputed pronunciations can be checked in a dictionary.

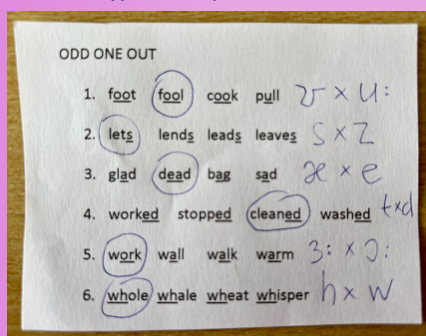


11

## HOW can we teach to transcribe? X.

### ➤ ODD ONE OUT

- Giving learners practice in discriminating between similar sounds and highlighting the relationships between sounds and spelling.
- Prepare a handout with several groups of four words, one of which should have a vowel or consonant sound that is different from the other three.



12



## HOW can we teach to transcribe? XI.

### > SORTING SOUNDS

- Helping learners recognise similarities of pronunciation which are disguised by spelling.
- Prepare a list of three groups of four words, with the four words in each group all ending with the same sound.
- Write the 12 words either on the board or a piece of paper in random order.
- Learner have to sort the words into three groups according to their endings = the words in each group end with the same sound.
- Prolongation: learners can add to each group, trying to find examples of all the same sound-spelling relationships.

know	shoe	go	enough	
	though	through	rough	stuff
knew	blue	tough	sew	

#### Key

know	go	though	sew	/əʊ/
shoe	through	knew	blue	/u:/
enough	rough	stuff	tough	/ʌf/

13

## References

- Hancock, M. (2020). *Mark Hancock's 50 tips for teaching pronunciation*. Cambridge University Press.
- Marks, J., & Bowen, T. (2012). *The book of pronunciation: Proposals for a practical pedagogy*. Delta Publishing.

14