

# AJO424

METODY VÝUKY ANGLICKÉ VÝSLOVNOSTI

METHODS OF  
ENGLISH PRONUNCIATION TEACHING

## LESSON 3

### TEACHING INDIVIDUAL SEGMENTS / PHONEMES – SELECTED VOWELS AND CONSONANTS

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## WHY should we teach pronunciation? I.

Italian man who went to Malta:

<https://www.youtube.com/watch?v=PaqzSeIGw2g>



Source: YouTube

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## WHY should we teach pronunciation? II.

- “**PRONUNCIATION** is the **GLUE** that holds everything else in teaching **TOGETHER**.” (Walker, 2016)
- Pronunciation lies (should lie) **at the very heart of teaching English!** Vocabulary, grammar, speaking, listening, reading and writing – what holds them all together is the pronunciation.
- Pronunciation skills are **crucial for successful communication** (not only in English).
- Good pronunciation boosts performance in other areas of learning English such as  
**LISTENING SKILLS**  
**SPEAKING SKILLS**  
**READING SKILLS**  
**VOCABULARY LEARNING**, but also **WRITING SKILLS**.
- Pronunciation affects **self esteem**.
- Pronunciation teaching (and learning) need not be difficult, but it can be **a pleasure and fun!**
- Pronunciation is **EVERYWHERE** and in **EVERYTHING** – it is **OMNIPRESENT!**

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## HOW can we teach pronunciation? I.

- First of all, it is **NOT NECESSARY** to be a **NATIVE SPEAKER** to teach and assess pronunciation effectively!  
 By contrast, **NON-NATIVE-SPEAKER** teachers who share their pupils' **L1** have the advantage of knowing what is difficult for them and how to avoid typical pronunciation mistakes based on negative **L1 transfer**.
- However, if we still feel insecure about our accent, we can use:
  - **online dictionaries**, e.g., Oxford Learner's Dictionaries  
<https://www.oxfordlearnersdictionaries.com/>
  - **interactive phonemic chart**: <https://www.englishclub.com/pronunciation/phonemic-chart-ia.php>
  - **coursebook recordings**
  - **online tutorials / YouTube channels / Instagram accounts dealing with English pronunciation**:
    - **Pronunciation skills with Adrian Underhill** <https://www.youtube.com/watch?v=Vm3T5rCp5EO>
    - **BBC learning English – Tim's pronunciation workshop**  
<https://www.youtube.com/playlist?list=PLcetZ6gSk96-ayXj5thbTpbh2vHWpPO8o>
    - **Improve your accent (Luke Nicholson)** <https://www.instagram.com/improveyouraccent/>
    - **Anglická výslovnost s Irenou** – YouTube channel: <https://tinyurl.com/anglicka-vyslovnost-s-irenou>  
 – Instagram:  
[https://www.instagram.com/anglicka\\_vyslovnost\\_s\\_irenou/](https://www.instagram.com/anglicka_vyslovnost_s_irenou/)

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## HOW can we teach pronunciation? II.

### > RECONNECTING WITH PRONUNCIATION TEACHING / LEARNING IN TWO STEPS (Underhill, 2010)

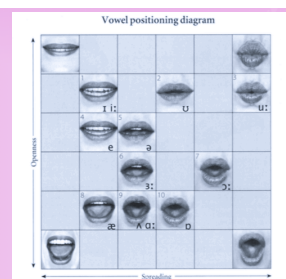
#### 1. Sound map / phonemic chart

- a clear mental concept and sense of direction
- offers a way to include pronunciation in language teaching more completely and naturally

		monophthongs				diphthongs			Phonemic Chart		
		i:	ɪ	ʊ	u:	ɪə	eɪ				
VOVELS	sheep	ship	good	shoot	here	wait					
	bed	teacher	bird	door	tourist	boy	show				
	cat	up	far	an	hair	my	cow				
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g			
	pen	bat	tea	dog	chess	gun	car	go			
	f	v	θ	ð	s	z	ʃ	ʒ			
	fly	video	think	this	so	zoo	shall	television			
	m	n	ŋ	h	l	r	w	j			
man	now	ring	hat	love	red	set	yes				

#### 2. Physicality of pronunciation

- grammar and vocabulary take place "in the head", but pronunciation works "through the body"; it is like dance
- discover the muscles that change the sounds / get behind the L1 muscular habits
- muscles work by moving, and this movement helps make pronunciation "visible to the eye"
- focus on the four sets of muscles that we need to reconnect with: lips, tongue, jaw and voice



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## HOW can we teach pronunciation? III.

### > PHYSICALITY OF PRONUNCIATION – MIRROR PRACTICE / TOOTHBRUSH MOMENTS

<https://www.youtube.com/watch?v=MJr9SSJKkII>



Source: My Fair Lady Pronunciation (YouTube)

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## HOW can we teach pronunciation? IV.

### > PHYSICALITY OF PRONUNCIATION: WHISPER & SHOUT & EXAGGERATE

<https://www.youtube.com/watch?v=7WJtsOgKCRMv>



Source: King's Speech - Exercises (YouTube)

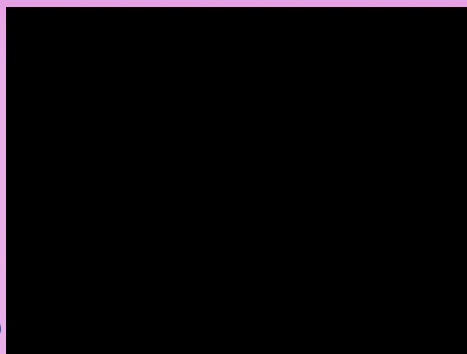
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## HOW can we teach pronunciation? V.

### > EXPLICIT PRONUNCIATION TEACHING

- > Learners usually benefit from explicit pronunciation teaching rather than being left to pick it up!
- > It is important that learners are aware of individual sounds and basic pronunciation rules, because only very few of them have the special aptitude for the sounds and rhythms of a language, which is necessary for learning pronunciation independently.

<https://www.youtube.com/watch?v=vjX4yW4i-rl&t=29s>



Source: Tmavomodrý svět (YouTube)

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## HOW can we teach pronunciation? VI.

### > NURSERY RHYMES & TONGUE TWISTERS & LIMERICKS

Whether the weather is cold,  
Whether the weather is hot,  
We'll weather the weather,  
Whatever the weather,  
Whether we like it or not.

Sleeping, eating, dancing, singing,  
All these verbs, what joy they're bringing.  
A dreamy sleep, a tasty treat,  
A rhythmic dance, a melodic beat.  
Singing out loud, our hearts are ringing.

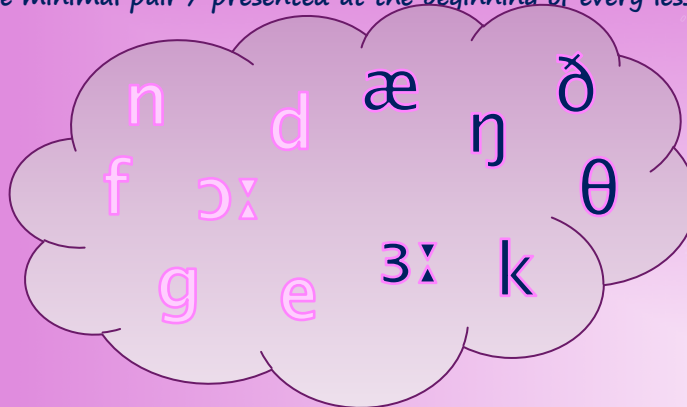
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## HOW can we teach pronunciation? VII.

### > MINIMAL PAIRS

- suitable as "fillers", e.g. warm-ups or icebreakers
- Get your pupils create their own minimal pairs, look up their precise pronunciation in an online dictionary and then present it to class.
- You can have one pupil / one minimal pair / presented at the beginning of every lesson – a long-term project.

ten – pen  
dog – dock  
dad – dead  
other – udder  
free – three – tree  
thin – thing  
worm – warm



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## HOW can we teach pronunciation? VIII.

### > CONTRAST BETWEEN L1 and L2 SOUNDS / PHONEMES

- Point out the differences between L1 and L2 sounds whenever possible / get the learners feel the difference by pronouncing the appropriate examples one after the other (like minimal pairs).

team (aspiration) – tijm (no aspiration)

dub /dʌb/ (voiced C) – dub /duːp/ (voiceless C)

gong /gɒŋ/ – gong /goŋk/

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## HOW can we teach pronunciation? IX.

### > USE OF MOBILE PHONES / VOICE RECORDER APPS

- Get learners to record themselves on their mobile phones and listen back to their pronunciation.
- By sharing these recordings with their peers, they can receive constructive feedback and learn from one another.

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## References

- Crystal, D. (2000). *Language death*. Cambridge University Press.
- Hancock, M. (2012). *Pronunciation games*. Cambridge University Press.
- Underhill, A. (2005). *Sound foundations: Learning and teaching pronunciation*. Macmillan.
- Underhill, A. (2010, September 22). *Pronunciation is the Cinderella of language teaching*. Adrian Underhill's Pronunciation Site. <https://adrianunderhill.com/2010/09/22/pronunciation-the-cinderella-of-language-teaching/>