

CEP Course: Reading and Speaking

SPEAKING

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• Objective

- Explore ways to ensure your pupils have good pronunciation
 - ... by improving your awareness of pupils' errors
 - and by improving your own pronunciation

Speaking

- Why is good pronunciation important for young learners?

- This is when new words make a **lasting impression**
- This is when they are **young enough** to be able to formulate new sounds easily
- This is when they will begin to formulate an idea of the **relationship** between spelling and pronunciation
- **Habits**, good and bad, will start to be formed **now**

Speaking

• Why is good pronunciation important?

- Modern exams (Escuela Oficial, Cambridge, University of Cantabria etc.) all test speaking skills
- Real life use of spoken English in business, culture and even sport is essential as communication is more and more global
- Knowledge of pronunciation helps listening, too
- In school, to what extent will good or bad pronunciation affect their marks?

Speaking

- What is “good pronunciation”?

- "...the ability to produce intelligible utterances ... includes stress and intonation as well as individual sounds.
Examiners put themselves in the position of a non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate."

University of Cambridge “First Certificate (=B2) Handbook”

- What is “good pronunciation”?

- Making the right sounds
- Making them at the right time

• The problem of spelling

- Native speaker children learn the sounds of hundreds of important new words before they know anything about spelling
- Words English speakers learn later, ***from reading***, may be wrongly interpreted. If not corrected, the misinterpretation will become hard-wired in the learner's brain.
 - "Mum, what does 'misle' mean?"
 - "It doesn't mean anything. What are you talking about?"
 - "In my book it says "The thief misled the poor old man".

- Learning new words from hearing only



Listen to the name for this thing, then try to write the sound down using phonemic transcription



- Learning new words from hearing only
- Here's another one (which might not be new for you ...)



Listen to the name for this noun and verb, and again try to write the sound down using phonemic transcription



- Learning new words from hearing first ...
- ... and seeing the spelling later



= t r o u g h



= p l o u g h

- Learning new words from hearing them first
 - Problems ...
 - How carefully do students listen?
 - What happens once they see the spelling?
- **visual** versus **oral** stimuli and students' attention levels

• Quiz

- 1) Is Poughkeepsie
 - A) a child's toy B) a town in New York State C) a type of food
- 2) Is Saoirse Ronan
 - A) a singer B) a writer C) an actor
- 3) Is the Irish Taoiseach
 - A) a building B) the Prime Minister C) a canal in Dublin
- Could you discuss these questions just by speaking?

The Chaos

by Dr. Gerard Nolst Trenité aka Charivarius (1870-1946)

Dearest creature in creation
Studying English pronunciation,

I will teach you in my verse
Sounds like corpse, corps, horse and worse

I will keep you, Susy, busy,
Make your head with heat grow dizzy.

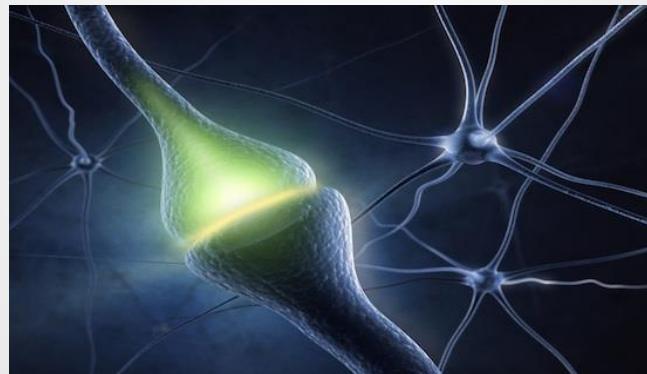
Tear in eye your dress you'll tear,
So shall I! Oh, hear my prayer,

Pray, console your loving poet,
Make my coat look new, dear, sew it!

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).

- Learning new words from seeing them written first
 - to limber up = to warm up (before doing sport, for example)
 - Is the pronunciation like “climber” (/ˈklaimə(r)/) ?
 - ...or like “timber” (/ˈtɪmbə(r)/) ?
- Remember: First impressions tend to stick, and if repeated often enough, they will become ...



HARDWIRED

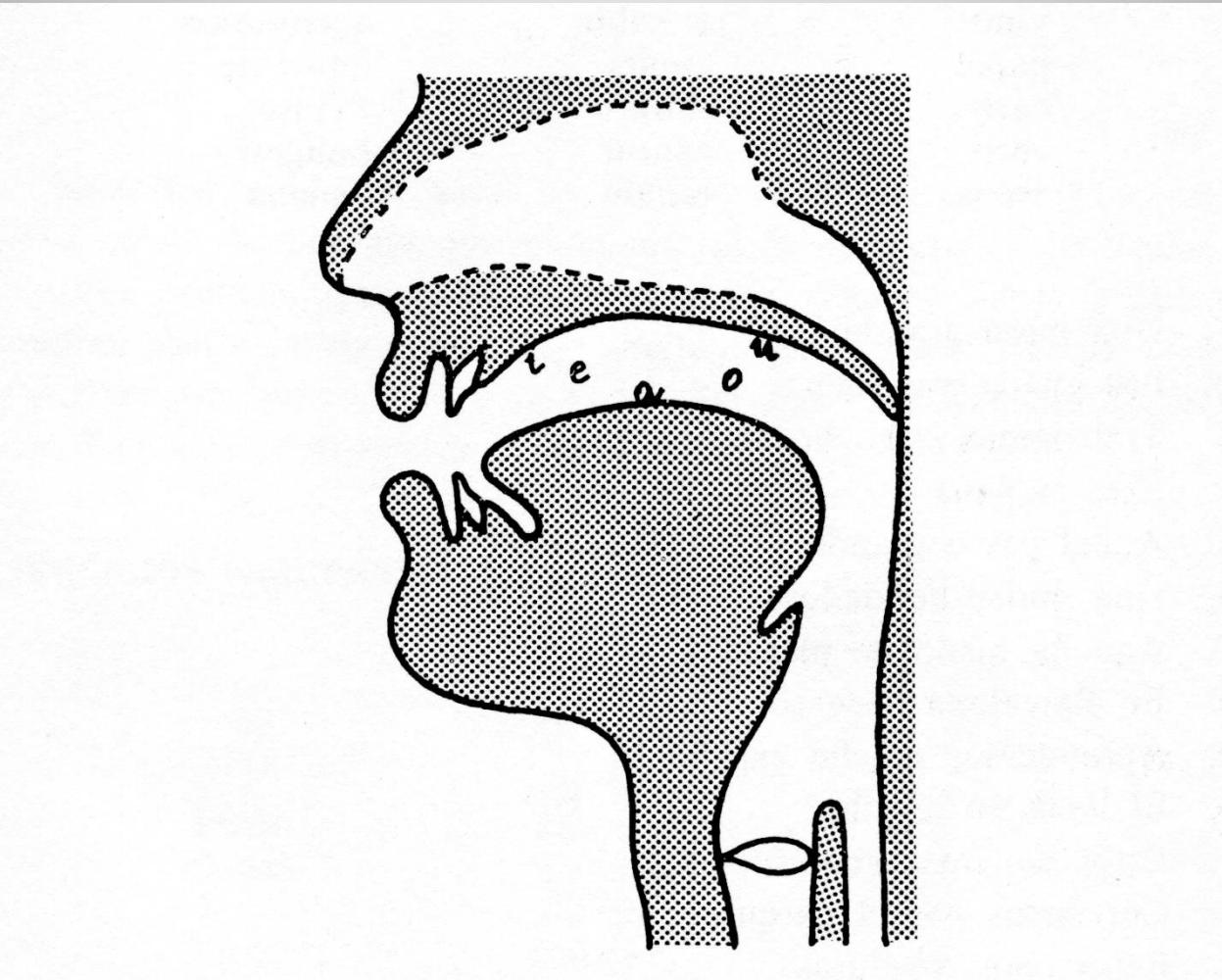
- Hard-wired = established in long term memory
- = good
 - ... if the original learning is accurate
- = bad
 - ... if the original learning was wrong

- Memorization techniques
- Human memory is
 - Associative
 - Mostly visual
- Learners need to associate the right sound with the right concept, and visual cues will be very important to their memorization process

- So, how do you know you are giving them a good model?
 - If in doubt, check the phonemic transcription
 - ... or listen to a model
 - Online dictionaries
 - Forvo
 - Other apps ...

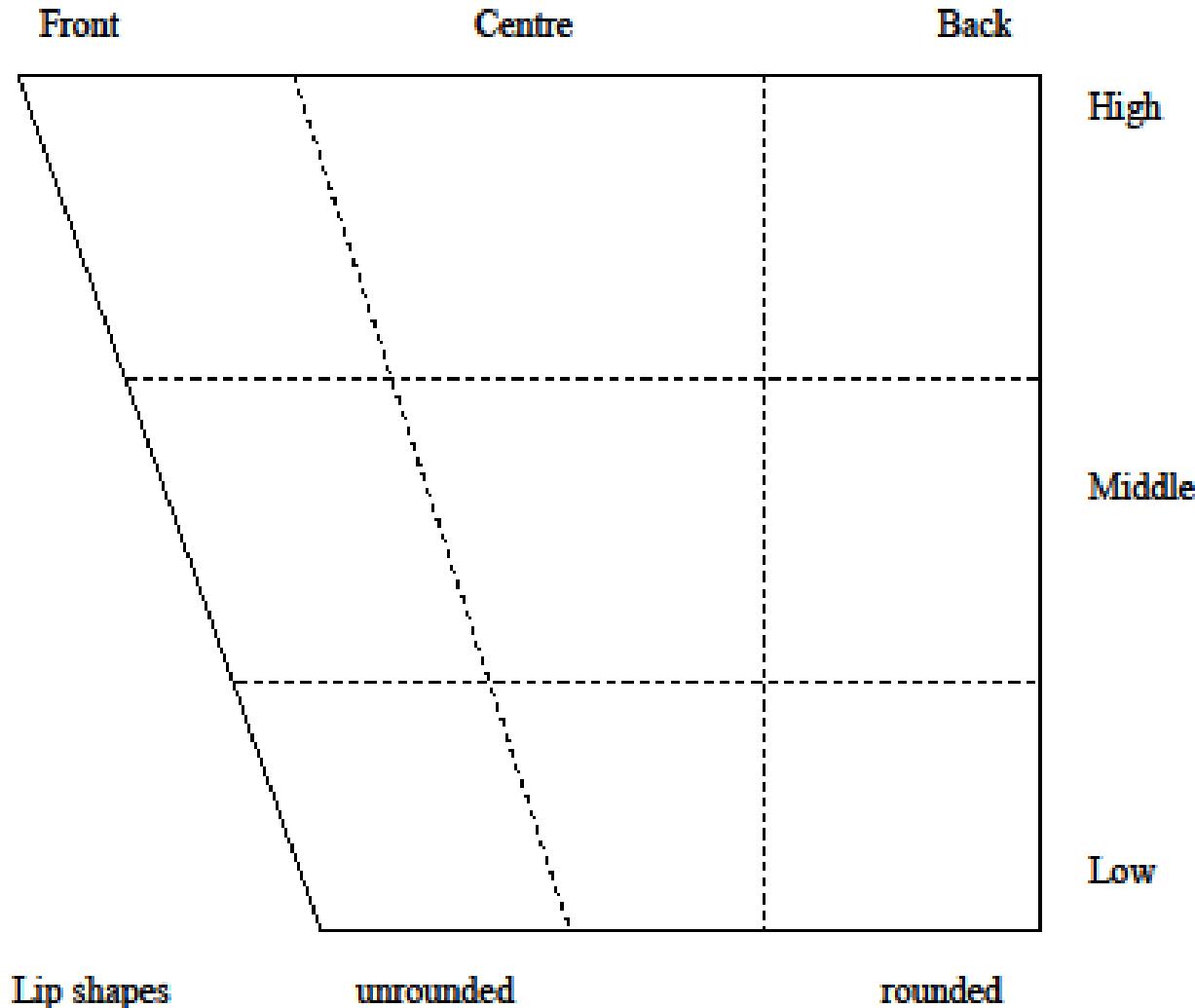
- Which brings us to the phonemic chart

ɛ:	I	U	ʊ:	ɪə	eɪ	iː	X
e	ə	ɜː	ɔː	ʊə	ʊə	əʊ	əʊ
æ	ʌ	aː	ɒ	eə	aɪ	aʊ	
P	b	t	d	tʃ	dʒ	K	g
f	v	θ	ð	S	Z	s	ʒ
m	n	ŋ	h	l	r	w	j



**Tongue positions for Spanish
vowels**

Spanish and English Pure Vowels



• **Summary**

- Teachers can make good and bad habits become hard-wired
- Aural models before written
- Make sure model is as correct as possible
- Make students PRODUCE the new lexis
- Teacher listens, corrects, listens again ...
- Visual associations when possible