




# Filling the Gap in Pronunciation



As a native speaker you are already an expert on English pronunciation.



# Common problems for Spanish speakers

## Consonants

- /θ/ and /ð/
- /v/ and /b/
- /dʒ/ and /j/
- Syllable final consonants devoiced

## Vowels

- Addition of ə before /s/
- Change of ə into full vowel
- /ɪ/ and /i:/
- /æ/ and /e/
- /ɪ/ and /e/
- /ei/ and /ai/
- /ʊ/ and /u:/
- /oʊ/
- /aʊ/

# Common problems for Vietnamese speakers

## Consonants

- /s/ and /ʃ/
- /s/ and /z/
- final /n/ and /l/ after /ɜ:/ and /ɔ:/
- final /t/ and /st/
- /tr/ > /tʃ/
- /dʒ/
- /θ/
- /ð/
- /f/ and /v/
- /ʒ/
- /ŋ/
- /r/ syllable initial
- /r/ syllable initial clusters
- final /ts/
- Final consonants in general
- Consonant clusters
- Insertion of /s/ before syllable final consonants

## Vowels

- Change of /ə/ into full vowel
- complete loss of /ə/
- /ɪ/ and /i:/
- /æ/ and /e/ and /ɛ/
- /ei/ and /ai/
- /ʊ/ and /u:/
- /oʊ/
- /aʊ/
- /ɔɪ/
- /ɪə/
- /ɜ:/
- /ɔ:/



# One on one/small group sessions

- Give privacy/confidence
- Give immediate feedback and chance to experiment

## Could be set up during:

- Skills lessons: reading, writing, speaking
- Speaking games or activities
- Computer based listening or other activities

# Common problems for Vietnamese speakers

## Consonants

- /s/ and /ʃ/
- /s/ and /z/
- final /n/ and /l/ after /ɜ:/ and /ɔ:/
- final /t/ and /st/
- /tr/ > /tʃ/
- /dʒ/
- /θ/
- /ð/

- /f/
- /v/
- /ŋ/
- /r/
- final /ts/
- final /t/
- Final consonants in general
- Consonant clusters
- Insertion of /s/ before syllable final consonants

## Vowels

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- /ɪ/ and /i:/
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- /ei/ and /ai/
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- /oʊ/
- /aʊ/
- /ɔɪ/
- /ɪə/
- /ɜ:/
- /ɔ:/



# A possible order for teaching

- /s/ and /z/ and /ʃ/ (sh)
- final /t/ and /st/ and /ts/
- /ə/ (vowel in destressed 'the')
- /r/ esp in initial clusters - /gr/, /tr/, /kr/, /br/, /pr/, /dr/
- /f/ and /v/
- /dʒ/ (j)
- /θ/ and /ð/ (th – unvoiced and voiced)

# Play with sound

- Encourage the production of a range of different sounds around the target sound
- Directions like 'more forward/back in the mouth' can be helpful to encourage experimentation



# Biofeedback

- Hand on throat for voiced/unvoiced
- Finger on lips for /θ/ and /ð/
- Finger on nose, thumb on jaw for vowel depth
- Mirror for /f/ /v/

# Can the student produce this sound in a different context?

- Syllable initial or final /t//d//k//g/
- Following or preceding certain vowels kill /kɪl/ vs call /kɔ:n/
- Deconstruct/reconstruct



# Integrating phoneme level work with natural speaking

- Words with target sound from vocabulary lessons
- In speaking model the error not the correction
- Associate errors with a gesture
- Extract errors from words and phrases that students use in speaking lessons
- Give a pronunciation focus to any rehearsed speaking


# Borrow features of other sounds

- /s/ /ʃ/ /r/ progression for /r/
- Fricative /s/ and /z/ to get fricative /θ/ and /ð/
- voicing in /s/ /z/ pair to get voicing in
  - /b/ from /p/
  - /v/ from /f/
  - /d/ from /t/
  - /g/ from /k/
  - /dʒ/ from /tʃ/



# Materials

- Word lists and minimal pairs (such as sea/she) – find or make your own
- Be aware of syllable position and combination with other vowels and consonants
- Try to use words the students already know
- Graded difficulty – syllable initial > syllable final > multi-syllable words with sound combinations



Pronunciation at the phonemic level is  
about muscle memory