

Pronunciation

/prəˌnʌn.siˈeɪ.ʃən/

Tips, tricks, and tools for coaching your students

Three step approach for coaching pronunciation:

1 – Listen

Certain sounds/words will stand out in your student's speech. Priority sounds are those which make the student hard to understand.

2 – Repeat back

Using minimal pairs is a great way to steer the student towards the right way of pronouncing a sound. For example: beat/bit, pit/bit, very/berry. Use IPA notation (or phonics) to help the student visualize differences, as they may not be able to hear those yet.

3 – Describe physical differences and drill

Draw the inside of the mouth to help the student better mimic you (X-ray type tracings). Use mirrors for lip, chin, and cheek positions. For voiced vs. unvoiced sounds, have the student feel the vibrations by placing their fingers on their voice box (Adam's apple).

Note: voiced vs. unvoiced sound recognition is important in teaching past tense endings -- “**Go with the flow**”: voiced follows voiced, unvoiced follows unvoiced, and if you've got a doubled T/D, insert a vowel.

IPA (International Phonetic Alphabet) minimal set

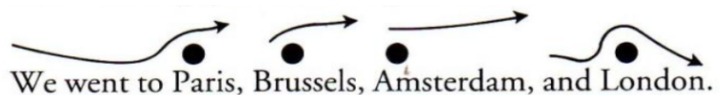
vowels

ɪ	(tip)
ə	(schwa, as in about)
ʊ	(book)
ɔ	(all)
æ	(cat)
ʌ	(bus)
ɑː	(father)

consonants

ŋ	(singer)
ʃ	(she)
ʒ	(pleasure)
θ	(thing)
ð	(this)

Let's sing! Drawing intonation and stress:



Mouth reference:

(When drawing your own, exaggerate the teeth, ridge, and tongue)

