

# STOVE, MOVE, LOVE:

Improving Your English  
Pronunciation

Presenter:  
Erik Ellis, EAP Post-doc

Wednesday, October 16  
116 O'Shaughnessy  
12:00-1:15pm





# English Language Table

1<sup>st</sup> & 3<sup>rd</sup> Thursdays  
CSLC (334 Bond Hall)  
5:00 - 6:00pm



The Center for the Study of  
**Languages  
and Cultures**

# EAP Tutoring



Rezwan Shihab, M.A.

Tuesdays, 10:00-11:45am

Thursdays, 2:30-3:45pm





## Bus Trip to Michigan City Outlet Mall

Tue Oct 22, 2019, 10:00 am - 4:00pm



# Pronunciation

In pairs, describe the last time you had a trouble making yourself understood.

Why?

-Speed?

-Pronunciation?

-Culture?



# Why is English pronunciation hard?

Historical

Genetic

Political



# Why is English pronunciation hard?

Historical:

- The spelling of English has not really changed in 700 years
- The pronunciation of any language shifts constantly
- Over time, small changes build up into large changes
- Already in 1300, English spelling had to contend with words from three distinct language groups (Old English, Latin, and French)
- As English became a global language, it adopted words from many different languages, almost always with some adaptation to either spelling or pronunciation



# Why is English pronunciation hard?

Genetic:

Modern English is a “Germanic” language, but only about 20% of its words are “native.” Luckily, that 20% is used 80% of the time.



# Why is English pronunciation hard?

## Political:

-There is no governing body for English like there are for French, Spanish, German, etc. No one has a monopoly on English, so "proper English" is a matter of opinion, established through consensus rather than central authority

-This lack of central authority tends to encourage regional variation, although now there are basically only two widely recognized written forms of English.

-If spelling were to be reformed, whose pronunciation would it take as "standard?" Archaic spelling allows English to be read by groups that have quite different pronunciations. (cf. Chinese)



# Why is English pronunciation hard?

It's not that there are no rules; it's that there are more rules than anyone can remember or use!

This fact makes the study of the history of the English language endlessly fascinating!

It also means that it's not likely to change any time soon!



# Why is it hard to get better?

**Age-related factors**



# Why is it hard to get better?

Age-related factors

**Cultural factors**



# Why is it hard to get better?

Age-related factors

Cultural factors

**“Fossilization”**



# Why is it hard to get better?

Age-related factors

Cultural factors

“Fossilization”

**Motivation:** Utility or Integration?



# Why is it hard to get better?

Age-related factors

Cultural factors

“Fossilization”

Motivation: Utility or Integration?

**Personality:** Do you like acting?



# Why?: Accuracy vs. Fluency

Many of you are already fluent, or very nearly so

Accuracy is not practical for most people, but building vocabulary is always useful.

If you want to be more accurate, why?

Whose English do you want to use?



# How?: Phonetics

Phonemes and Physiology:

Phonemes: 44

Letters: 26

Phonology: the organization

Phonetics: the legal system

## 44 Sounds of North American English (Spell)

### Consonants

1. /p/ - pig
2. /b/ - bus
3. /t/ - tiger
4. /d/ - doll
5. /k/ - king
6. /g/ - go
7. /s/ - sun
8. /z/ - zebra
9. /f/ - fish
10. /v/ - violin
11. /θ/ - thank
12. /ð/ - this
13. /h/ - hat
14. /m/ - meet
15. /n/ - no
16. /ŋ/ - ring
17. /l/ - like
18. /r/ - read
19. /w/ - watch
20. /j/ - yell
21. /ʃ/ - shy
22. /tʃ/ - chat
23. /dʒ/ - jet
24. /ʒ/ - vision

### Vowels

25. /ä/ - apple
26. /ɛ/ - egg
27. /ɪ/ - igloo
28. /ɔ/ - octopus
29. /ʊ/ - umbrella
30. /oo/ - book
31. /ā/ - plane
32. /ē/ - bee
33. /ī/ - pie
34. /ō/ - open
35. /ū/ - music
36. /ōō/ - moon
37. /air/ - chair
38. /ēr/ - deer
39. /ar/ - car
40. /or/ - four
41. /er/ - bird
42. /au/ - saw
43. /ow/ - cow
44. /oi/ - boy



THE INTERNATIONAL PHONETIC ALPHABET (revised to 2018)

CONSONANTS (PULMONIC)

© 2018 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

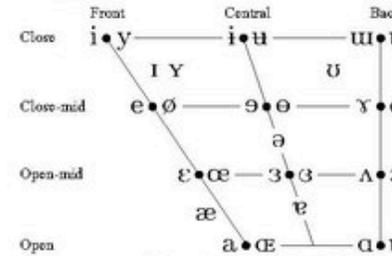
Clicks	Voiced implosives	Ejectives
◌ Bilabial	ɓ Bilabial	◌ Example:
Dental	ɗ Dental/alveolar	◌ Bilabial
! (Foot)alveolar	ɟ Palatal	◌ Dental/alveolar
‡ Palatoalveolar	ɠ Velar	◌ Velar
Alveolar lateral	ɣ Uvular	◌ Alveolar fricative

OTHER SYMBOLS

- ʌ Voiceless labial-velar fricative
  - ɕ ʑ Alveolo-palatal fricatives
  - ʷ Voiced labial-velar approximant
  - ɺ Voiced alveolar lateral flap
  - ɥ Voiced labial-palatal approximant
  - ɧ Simultaneous ʃ and x
  - ʜ Voiceless epiglottal fricative
  - ʕ Voiced epiglottal fricative
  - ʕ̰ Epiglottal plosive
- Africates and double articulations can be represented by two symbols joined by a tie bar if necessary.

ts kp

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

SUPRASEGMENTALS

- ˈ Primary stress
- ˌ Secondary stress
- ː Long
- ˑ Half-long
- ˚ Extra-short
- ◌ Minor (foot) group
- ◌ Major (intonation) group
- ◌ Syllable break
- ◌ Linking (absence of a break)

TONES AND WORD ACCENTS

- ˥ Extra high
- ˦ High
- ˧ Mid
- ˨ Low
- ˩ Extra low
- ˧˥ Downstep
- ˥˩ Upstep
- ˥˩ or ˨˩ Rising
- ˥˩ or ˨˩ Falling
- ˥˩ High rising
- ˥˩ Low rising
- ˥˩ Rising-falling
- ˥˩ Global rise
- ˥˩ Global fall

DIACRITICS Some diacritics may be placed above a symbol with a descender, e.g. ɲ̄

◌ Voiceless	◌ ɲ̄	◌ ɲ̄	◌ Breathily voiced	◌ ɲ̄	◌ ɲ̄	◌ Dental	◌ ɲ̄
◌ Voiced	◌ ɲ̄	◌ ɲ̄	◌ Creaky voiced	◌ ɲ̄	◌ ɲ̄	◌ Apical	◌ ɲ̄
◌ Aspirated	◌ ɲ̄	◌ ɲ̄	◌ Linguolabial	◌ ɲ̄	◌ ɲ̄	◌ Laminar	◌ ɲ̄
◌ More rounded	◌ ɲ̄	◌ ɲ̄	◌ Labialized	◌ ɲ̄	◌ ɲ̄	◌ Nasalized	◌ ɲ̄
◌ Less rounded	◌ ɲ̄	◌ ɲ̄	◌ Palatalized	◌ ɲ̄	◌ ɲ̄	◌ Nasal release	◌ ɲ̄
◌ Advanced	◌ ɲ̄	◌ ɲ̄	◌ Velarized	◌ ɲ̄	◌ ɲ̄	◌ Lateral release	◌ ɲ̄
◌ Retracted	◌ ɲ̄	◌ ɲ̄	◌ Pharyngealized	◌ ɲ̄	◌ ɲ̄	◌ No audible release	◌ ɲ̄
◌ Centralized	◌ ɲ̄	◌ ɲ̄	◌ Velarized or pharyngealized	◌ ɲ̄	◌ ɲ̄		
◌ Mid-centralized	◌ ɲ̄	◌ ɲ̄	◌ Raised	◌ ɲ̄	◌ ɲ̄		
◌ Syllabic	◌ ɲ̄	◌ ɲ̄	◌ Lowered	◌ ɲ̄	◌ ɲ̄		
◌ Non-syllabic	◌ ɲ̄	◌ ɲ̄	◌ Advanced Tongue Root	◌ ɲ̄	◌ ɲ̄		
◌ Rhoticity	◌ ɲ̄	◌ ɲ̄	◌ Retracted Tongue Root	◌ ɲ̄	◌ ɲ̄		



# How?: Phonetics

Not all varieties of English have the same phonemes. This means that there are some sounds in “standard English” that some native speakers cannot pronounce!



# Is English spelling ideographic?

I cnduo't bvlleie taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rsecrah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mse and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh? Yaeh and I awlyas tghhuot slelinpg was ipmorantt! See if yuor fdreins can raed tihs too.



Conclusion:

The best path to good pronunciation is  
expanding vocabulary!



# How?: Phonetics

Legal and Illegal sounds: tsunami, pterodactyl, union, station, speed

Unstressed syllables: several ridiculous habits

Allophones: cat/cats; truck; take; fortune; fiction



# How?: Pronunciation

Words



# How?: Pronunciation

Words

**Phrases**



# How?: Pronunciation

Words

Phrases

**Sentences**



# How?: Pronunciation

Words

Phrases

Sentences

Paragraphs



# Words: Syllable Stress

[Assess the window!](#)



# Words: Syllable Stress

[Assess the window!](#)

“You put the wrong emPHAsis on the wrong sylLAble!”



# Words: Syllable Stress

[Assess the window!](#)

“You put the wrong emPHAsis on the wrong sylLAble!”

Every English word with more than one syllable has an “accented” or stressed syllable. Learning these is key to making yourself understood.



# Words: Syllable Stress, Vowel Quality, Voicing

Read

Permit

Lead

House

Object

Combat



# "The Chaos": Gerard Nolst Trenité (1922)

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*;  
*Queer, fair seer, hear* my prayer.



# "The Chaos": Gerard Nolst Trenité (1922)

*Pray, console your loving poet,  
Make my coat look new, dear, sew it!  
Just compare heart, hear and heard,  
Dies and diet, lord and word.*

*Sword and sward, retain and Britain  
(Mind the latter how it's written).  
Made has not the sound of **bade**,  
Say-said, pay-paid, laid but plaid.*



# “The Chaos”: Gerard Nolst Trenité (1922)

Now I surely will not *plague* you  
With such words as *vague* and *ague*,  
But be careful how you *speak*,  
Say: *gush, bush, steak, streak, break, bleak* ,

*Previous, precious, fuchsia, via*  
*Recipe, pipe, studding-sail, choir;*  
*Woven, oven, how and low,*  
*Script, receipt, shoe, poem, toe.*



# "The Chaos": Gerard Nolst Trenité (1922)

Say, expecting fraud and *trickery*:  
*Daughter, laughter and Terpsichore,*  
*Branch, ranch, measles, topsails, aisles,*  
*Missiles, similes, reviles.*

*Wholly, holly, signal, signing,*  
*Same, examining, but mining,*  
*Scholar, vicar, and cigar,*  
*Solar, mica, war and far.*



# "The Chaos": Gerard Nolst Trenité (1922)

*Tortoise, turquoise, chamois-leather,  
Reading, Reading, heathen, heather.*

This phonetic labyrinth

*Gives moss, gross, brook, brooch, ninth, plinth.*

Have you ever yet *endeavoured*

To pronounce *revered* and *severed*,

*Demon, lemon, ghoul, foul, soul,*

*Peter, petrol and patrol?*



# "The Chaos": Gerard Nolst Trenité (1922)

*Billet* does not end like *ballet*;  
*Bouquet*, *wallet*, *mallet*, *chalet*.  
*Blood* and *flood* are not like *food*,  
Nor is *mould* like *should* and *would*.

*Banquet* is not nearly *parquet*,  
Which exactly rhymes with *khaki*.  
*Discount*, *viscount*, *load* and *broad*,  
*Toward*, to *forward*, to *reward*,



# Perception Precedes Production!

**Listen**



# Perception Precedes Production!

Listen

**Study**



# Perception Precedes Production!

Listen

Study

**Differentiate**



# Perception Precedes Production!

Listen

Study

Differentiate

**Speak**



# Perception Precedes Production!

Listen

Study

Differentiate

Speak

**Repeat**



# Audio journaling

**Record Yourself**



# Audio journaling

Record Yourself

**Try to talk for 10 minutes about an academic topic or current events, expressing your opinion fluently and confidently.**



# Audio journaling

## Record Yourself

Try to talk for 10 minutes about an academic topic or current events, expressing your opinion fluently and confidently.

**What difficulties do you encounter in pronunciation?**



# Audio journaling

## Record Yourself

Try to talk for 10 minutes about an academic topic or current events, expressing your opinion fluently and confidently.

What difficulties do you encounter in pronunciation?

**How is your speed and intonation?**



# Audio journaling

## Record Yourself

Try to talk for 10 minutes about an academic topic or current events, expressing your opinion fluently and confidently.

What difficulties do you encounter in pronunciation?

How is your speed and intonation?

**Do you hesitate or get lost? When and why?**



# Audio journaling

## Record Yourself

Try to talk for 10 minutes about an academic topic or current events, expressing your opinion fluently and confidently.

What difficulties do you encounter in pronunciation?

How is your speed and intonation?

Do you hesitate or get lost? When and why?

**What is your linguistic “register?”**



# Intonation and meaning

“How was your weekend?”

“Great.”

-or-

“I had a great weekend.”



# Intonation and meaning

Practice:

Who? What? Where? When? Why?

“This morning, I cooked eggs and bacon for breakfast in my kitchen.”



# Intonation and meaning

Practice:

Who? What? Where? When? Why?

“This morning, I cooked eggs and bacon for breakfast in my kitchen.”



# Punctuation as performance notes

“It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.”

-Jane Austen, *Pride and Prejudice*

“When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

–Thomas Jefferson, *Declaration of Independence*



Fall 2019  
**EAP**  
Workshops

[cslc.nd.edu/eap](http://cslc.nd.edu/eap)

9/11

US Classroom  
Culture

9/25

Plagiarism

10/16

Pronunciation

10/30

Socializing with  
Americans

11/13

Surviving Winter

11/20

Punctuation

# "HI, HOW ARE YOU?":

Socializing with  
Americans (And why  
that's not really the  
question)

Presenter:  
Erik Ellis, EAP Post-doc

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