

## **Specific American English Pronunciation Challenges for ELL's : How to Meet These Challenges**

*The goal is not unaccented speech,  
but completely understandable oral communication  
with native speakers.*



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## Hints on pronunciation for foreigners

I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble but not you,  
On hiccough, thorough, laugh and through.  
Well done! And now you wish, perhaps,  
To learn of less familiar traps?

Beware of heard, a dreadful word  
That looks like beard and sounds like bird,  
And dead: it's said like bed, not bead—  
For goodness' sake don't call it 'deed'!  
Watch out for meat and great and threat  
(They rhyme with suite and straight and debt).

A moth is not a moth in mother  
Nor both in bother, broth in brother,  
And here is not a match for there  
Nor dear and fear for bear and pear,  
And then there's dose and rose and lose—  
Just look them up—and goose and choose,  
And cork and work and card and ward,  
And font and front and word and sword,  
And do and go and thwart and cart—  
Come, come, I've hardly made a start!  
A dreadful language? Man alive!  
I'd mastered it when I was five!

From a letter published in the London *Sunday Times*  
(3 January, 1965)

(Avery, 1992)

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## **Section 1**

### **Introduction:**

### **How to Use This Guide**

This guide is designed for ESL/EFL teachers as well as mainstream teachers. The explanations are in non-technical terms to provide ease of reading for teachers not familiar with the linguist's phonetic notations.

**Sections 2, 3 and 5** are brief reviews for the benefit of non-ESL/EFL teachers to familiarize themselves with pedagogical basics used daily in ESL/EFL instruction.

**Sections 4 and 8** are charts and tables to keep the user from having to flip through several reference texts.

**Sections 6 and 7** are the meat of this guide. **Section 6** divides ELL pronunciation challenges by vowels and diphthongs, consonant and consonant clusters, rhythm-stress-intonation, spelling-punctuation-grammar and cultural aspects of American English. This section contains activities or exercises to target these challenges. **Section 7** lists 10 languages, the countries that speak the language as the primary language and the challenges to learning English based on differences between the two languages and cultures. Users of this guide can flip from section 6 to 7 or from section 7 to 6 to look for specific challenges encountered in their teaching practices and helps for meeting those challenges.

**Section 9** is just as it is titled because the author has not done an exhaustive search, practitioner survey or evaluation of teaching materials, curricula, software or websites. Hopefully, the list will provide an avenue to further learning for teachers and ELL's.

## **Section 2**

### **Review of Teaching Pronunciation Theory for ELL's**

(Butler-Pascoe and Wiburg, 2003)

ESL/EFL pedagogical theory applies for pronunciation instruction. Pronunciation comes under the heading of three of the four areas of language teaching: listening, speaking and reading.

Oral production will begin when students feel safe and confident enough to attempt it. The period prior to oral production when language learning is taking place and when the student responds by nodding, pointing, etc. is known as *the silent period*. This occurs in students of all ages but especially young students. Teachers can assess comprehension of language prior to students' oral production.

Once production begins, the second language learner (SLL) will progress through natural stages of second language acquisition (SLA) in a particular order—though not the order of the first language—regardless of the instruction. Therefore, the goal of the teacher should be to bring attention to various aspects of language in the hopes that when the student enters a particular stage of acquisition, the instruction will 'stick'. (See the end of this section : Approximate order/stages of second language acquisition list)

The monitor theory states that everyone monitors their speech and the more closely we monitor our speech, the more we attend to whatever we are monitoring (verb tense, subject-agreement for example) and therefore, the slower our speech becomes. For this reason, when the goal is social interaction or conversation, do not request that students monitor more than one thing and do not frequently interrupt to correct mistakes.

In order to activate the prior knowledge of ELL's, instruction should be content- and context-rich and should be one step beyond what they already know. This requires assessment of where students are in their pronunciation knowledge and building stepwise on that knowledge. Pictures, diagrams, realia, multimedia, field trips, etc all contribute heightened contextualization. This means that course

organization based on emphasizing meaning over form and communicative goals over linguistic structures supports ELL's integration of listening comprehension skills, content and background knowledge rendering ELL's capable of genuine oral production, not just mimicking or decoding without comprehension.

The Affective Filter Theory states that when anxiety, fear, negative attitude levels are high, then SLA is hindered. The goal for ELL's is to keep their affective filter low to allow the flow and reception of linguistic and paralinguistic information to the students by providing a non-threatening classroom environment.

Humans have an innate ability and compulsion to communicate through speech. The first language is not taught by conventional instruction; it is caught or acquired within the first few years of life. The second, third, etc languages are learned through a combination of instruction and exposure to all aspects of the language. For this reason, ELL's should be encouraged to immerse themselves in English and culture for as many hours a day as possible to aid in this acquisition of language.

Interlanguage, coined by Selinker in 1972, is that form of second language occurring during the learning phase between speaking only the native language and speaking the target language, in the case of our students, English. It is full of what appear to be or sound like errors when in reality it is the sign of language development. Interlanguage is a mixture of first language knowledge and second language knowledge, of code-switching between the first and second language for meaning making purposes, of code mixing within and across utterances, of interference between the 2 (or more) languages and of apparent set backs after successes and then of lasting implementation of new rules, sounds, intonations and understandings. In assessing the language needs of ELL's, it is important to know as much as possible about the students history of language in and out of the classroom setting, taking into account interlanguage and possible fossilization. (Folse, 2006) (Fossilization is that condition in language learning where improvement toward or change in the target language seems to have stopped, usually over a period of years—in pronunciation, grammar forms and/or writing. This is usually an adult condition, modifiable under certain circumstances.)

## Approximate Stages/Order of Second Language Acquisition

### **Beginner/High-Beginner Proficiency Level**

present tense of *be*  
present tense of regular verbs  
demonstratives (*this, that, these, those*)  
possessive adjectives (*my, your, etc.*)  
past tense of *be*  
past tense of regular and irregular verbs  
*wh*- questions  
basic word order  
present progressive tense  
count versus noncount  
prepositions

### **High-Beginner/Low-Intermediate Proficiency Level**

articles  
*be going to* + VERBS  
irregular past tense  
*how* questions  
adverbs of frequency  
object pronouns  
*one* and *other*  
possessive  
comparative and superlative  
modals  
problem words

### **Low-Intermediate to Intermediate Proficiency Level**

phrasal verbs  
past progressive tense  
present perfect tense  
adverbs of manner (*-ly / by / with*) and related terms  
prepositions after verbs and adjectives  
passive voice  
relative clauses  
infinitives and gerunds  
connectors

### **Intermediate to Low-Advanced Proficiency Level**

past perfect tense  
word forms  
conditionals: *if* clauses and *wish*  
adverb clauses  
noun clauses  
reduction of clauses  
past modals  
subject-verb agreement

(Folse, 2006)

### Section 3

#### Review of Teaching Pronunciation Best Methods for ELL's

Teaching pronunciation requires understanding three aspects of speech:

***perception, production and prediction.*** (Gottlieb, 2006) After looking at these three, the best methods will follow.

***Perception*** of oral language involves hearing, listening, seeing and feeling.

This sensing and thinking about all of the parts of the speech apparatus is necessary for pronunciation: lips, tongue, throat, vocal chords, sinuses and facial muscles. There is a whole-body sense of feeling the rhythm of speech and lyrics to songs, also.

***Hearing:*** normal or aid-assisted for discriminating sounds

: contact an audiologist for help

***Listening:*** ears to brain, brain to motor response whether speaking or gesturing or changing facial expression (processing and interpreting)

: contact special ed. for help

***Seeing:*** normal or assisted for watching speaker or for reading (Research has shown that the ability to process conversational speech is enhanced if the listener can see the speaker. McCardle and Hoff, eds, 2006 )

: contact ophthalmologist or special ed.

***Feeling:*** awareness and manipulation of physical speech apparatus and body awareness for facial expression, gesturing and rhythm of speech

: contact speech pathology for help

***Production*** of oral language requires time to listen, process and form a reply, knowledge of the elements of the language and activation of background knowledge.

***Time:*** ELL's need more time than native speakers (beginners require much more)

: ***silent period-*** time to listen, learn, secretly practice orally, assess safeness of class/instructor

: ***wait time-***once production begins, allow for time to think and formulate reply

: ***preparation time-***time to prepare an oral response

: ***practice time-***time for social interaction and to work on aspects of language difficult for student



**Knowledge of elements of language:** just studying and drilling

phonetics and grammar will not promote oral production but including activities and exercises for segmentals and suprasegmentals aids oral production

: ***segmentals***-vowels and diphthongs, consonant and consonant clusters, syllables, syllabic stress, vocabulary, spelling and word meaning

: ***suprasegmentals***- sentence structure, stress, intonation and rhythm and their relationship to comprehension

**Activation of background knowledge:** ELL's know a lot-teachers need to

find prompts to help ELL's recall and retrieve it

: ***teach vocabulary*** by phonemes, syllables, stress, meaning and pronunciation activities

: ***teach concepts of content*** and connect with ELL's knowledge using 2-way speaking activities for pronunciation improvement

: ***teach context of communication***- forms, register, etc and for understanding, including reduced and colloquial forms of the English language

: ***reminder***- keep anxiety, fear of failure and fear of embarrassment at a minimum to keep oral production coming

***Prediction*** of oral communication needs comes through experience in a wide range of settings. By teaching prediction strategies explicitly, ELL's advance more quickly to become autonomous learners.

: ***teach prediction strategies*** using systematic and broad-ranged presentations of symbol-sound patterns in spelling and vocab.

: ***teach orthographic-base prediction strategies***-visual/graphic oral/aural stimuli reinforce one another

: ***use speech analysis and active involvement in speaking*** to learn correct pronunciation

: ***teach rules for predicting patterns*** of English for self-correction and self-instruction

: ***teach prediction strategies based on context of speech situation***-word use and meaning in different social settings

## **Best Methods for Teaching Pronunciation**

Because learning pronunciation is about oral communication, it is important for ELL's to hear authentic English oral communication frequently and at a rate and proficiency level just at or above their proficiency level. ELL's need opportunities to practice their oral communication skills in authentic settings requiring 2-way speaking activities. *Note:* The age, culture and motivation for learning English should be considered for each ELL because some ELL's will wonder why they are being taught slang and informal forms (1) when they want oral skills primarily for the more formal settings in society and (2) because they are unaccustomed to informal teaching styles in the culture from which they have come.

The history of language teaching has neglected or relegated the speaking/pronunciation portion to the realm of drill or situational responsive replies. More recent methods have focused on authentic speaking activities centered around accomplishing real-world speaking tasks with attention to a single segmental or spelling, phrasing, rhythm or tone element of pronunciation.

The goals of teaching accurate pronunciation and fluency are:

1. Develop English that is reasonably easy to understand and not distracting to the listener
2. Develop English that serves individual needs and that results in the feeling of communicative competence
3. Help learner become more comfortable and confident in using English, develop a positive self-image as a non-native speaker and sense empowerment in oral communication
4. Develop speech awareness, personal speech monitoring skills and speech adjustment strategies that enable students to develop in the class and outside of class. (Butler-Pascoe and Wiburg, 2003)

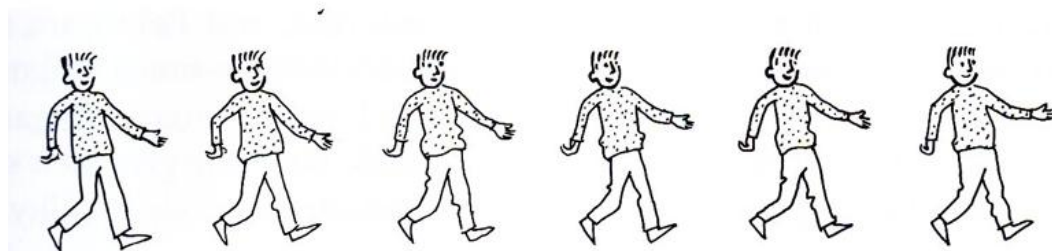
Therefore, use the metaphor of tools in a toolbox and use all of them—not at the same time but, as the situation arises, select the tool(s) that will help with the particular need. (Krashen, TNTESOL, 2005)

1. If starting with beginners, **teach phoneme/grapheme relationship together, teach sight words and their grouping rules.** ...Use chants, songs, charts and writing of alphabet and sight words
2. **Explicitly teach spelling or vocabulary words:** begin with vowel sounds and add other sounds to it until the entire word is built and pronounced, separate into syllables, pronounce correctly but do not over pronounce, teach correct stress--- on which syllables, teach vowel sound prediction rules (see section 8, vowel rules and efficacy of teaching them), teach spelling patterns, teach affixes, teach heteronyms, homonyms, homophones, antonyms of any spelling words or vocabulary words. ...Use individual white boards for students while teacher writes on board or speaks, use foam letters for arranging letters to form words(work in pairs, groups or individually), use chants for developing sense of syllable stress and language rhythm, use rhyming poems, chants and song lyrics to aid development of correct stress rhythm.
3. **Teach** phrases and short sentences (**chunks of language**) **for survival skills** for beginners and **for content area, special needs or special social settings** for more advanced students. ...Use 2-way speaking activities—open ended questions, use TPR with beginners and TPR-storytelling with more advanced ELL's, use role play such as Suggestopedia. ...Use these initially to produce speech or for repetition, looking at ONE element of pronunciation that needs improvement such as b/p confusion or incorrect stressing within sentences
4. **Arouse/alert attention to specific difficulties** of pronunciation through activities for the entire group. ...Use minimal pairs exercises, games and activities requiring pairs or groups of students
5. **Practice specific phoneme pronunciation problems** with a computer program for differentiation and drill after ELL's recognize their own difficulty in hearing and/or pronouncing certain sounds. ...Use computer programs/url sites for practicing phonemes or word forms of particular difficulty—working in pairs at the computer is sometimes better than when students are alone, examples and references in next section

6. **Create stories** by students contributing phrases or sentences (teacher may scribe if it aids low proficient writers or teacher may write what he/she hears instead of what student meant). ...Use ELL- generated stories, reports as springboard for more teaching and oral production focusing on only one or two points of pronunciation to be improved. ...Use activities for sentence stress, intonation and rhythm or look at particular problems related to discriminating sounds (be selective, do not use shotgun approach).

7. **Teach the concept of linking and reduced speech** in English. ...Use linking magnets—see section 6

8. **Teach stress timing:** English pronunciation uses stress timing as a way of signaling meaning in a sentence or phrase—without it or with the stress system of the L1 of ELL's, a sentence, with each word pronounced correctly, may be unintelligible to a native speaker. ...Use activities that heighten the awareness of ELL's by revealing improvement in being correctly understood by native listeners



1: The rhythm of a syllable-timed language



2: The rhythm of a stress-timed language

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(Avery,1992)

9. **Teach conversational skills to match the needs of the students** and then select pronunciation activities based on those needs. ...Use 2-way speaking activities designed to aid 1 or 2 pronunciation problems only---see section 6

## Section 4

### Chart of English sounds

*Pronunciation Preview: A Guide to Using the Dictionary*

xv

#### **Part II: Consonant and Vowel Sounds in the Dictionary**

There are 26 letters in the English alphabet but approximately 39 sounds! As you know, some sounds, especially vowels, have many different spellings. There aren't enough letters to represent all of the sounds, so different sets of symbols have been developed to show their pronunciation.

The symbols used in *Sound Advantage* are in the first column, and symbols for other commonly used dictionaries follow.

#### **Consonants: Commonly Used Symbols**

| <i>Key Word</i>    | <i>Sound Advantage</i> | <i>Longman Dictionary of American English</i> | <i>Webster's Ninth New Collegiate Dictionary</i> | <i>Longman Dictionary of Contemporary English</i> | <i>Horizon Ladder Dictionary of the English Language</i> | <i>Your Dictionary</i> |
|--------------------|------------------------|---|--|---|--|------------------------|
| 1. <u>put</u>      | p                      | p   | p  | p   | p  |                        |
| 2. <u>bus</u>      | b                      | b   | b  | b   | b  |                        |
| 3. <u>ten</u>      | t                      | t   | t  | t   | t  |                        |
| 4. <u>do</u>       | d                      | d   | d  | d   | d  |                        |
| 5. <u>cat</u>      | k                      | k   | k  | k   | k  |                        |
| 6. <u>game</u>     | g                      | g   | g  | g   | g  |                        |
| 7. <u>fun</u>      | f                      | f   | f  | f   | f  |                        |
| 8. <u>very</u>     | v                      | v   | v  | v   | v  |                        |
| 9. <u>think</u>    | θ                      | θ   | th   | θ   | θ  |                        |
| 10. <u>them</u>    | ð                      | ð   | th   | ð   | ð  |                        |
| 11. <u>say</u>     | s                      | s   | s  | s   | s  |                        |
| 12. <u>zoo</u>     | z                      | z   | z  | z   | z  |                        |
| 13. <u>ship</u>    | ʃ                      | ʃ   | sh   | ʃ   | ʃ  |                        |
| 14. <u>measure</u> | ʒ                      | ʒ   | zh   | ʒ   | ʒ  |                        |
| 15. <u>choose</u>  | tʃ                     | tʃ  | ch   | tʃ  | č  |                        |
| 16. <u>jet</u>     | dʒ                     | dʒ  | j  | dʒ  | ǰ  |                        |
| 17. <u>room</u>    | r                      | r   | r  | r   | r  |                        |
| 18. <u>luck</u>    | l                      | l   | l  | l   | l  |                        |
| 19. <u>move</u>    | m                      | m   | m  | m   | m  |                        |
| 20. <u>not</u>     | n                      | n   | n  | n   | n  |                        |
| 21. <u>sing</u>    | ŋ                      | ŋ   | ŋ  | ŋ   | ŋ  |                        |
| 22. <u>yes</u>     | y                      | y   | y  | y   | y  |                        |
| 23. <u>want</u>    | w                      | w   | w  | w   | w  |                        |
| 24. <u>hope</u>    | h                      | h   | h  | h   | h  |                        |

(Hagen and Grogan, 1992)

**Vowels: Commonly Used Symbols**

| <i>Key Word</i>  | <i>Sound Advantage</i> | <i>Longman Dictionary of American English</i> | <i>Webster's Ninth New Collegiate Dictionary</i> | <i>Longman Dictionary of Contemporary English</i> | <i>Horizon Ladder Dictionary of the English Language</i> | <i>Your Dictionary</i> |
|------------------|------------------------|---|--|---|--|------------------------|
| 1. <u>keep</u>   | iy                     | i <sup>y</sup>                                | ē  | i:/i  | iy   |                        |
| 2. <u>sit</u>    | I                      | I   | i  | I   | i  |                        |
| 3. <u>take</u>   | ey                     | e <sup>y</sup>                                | ā  | eI  | ey   |                        |
| 4. <u>get</u>    | ε                      | ε   | e  | e   | e  |                        |
| 5. <u>bad</u>    | æ                      | æ   | a  | æ   | æ  |                        |
| 6. <u>bird</u>   | ər                     | ɜr  | ər   | ɜ:/ɜ  | ər   |                        |
| 7. <u>cut</u>    | ə                      | Λ/ə   | ə  | Λ/ə   | ə  |                        |
| 8. <u>stop</u>   | a                      | ɑ   | ā  | ɑ:/ɑ  | a  |                        |
| 9. <u>move</u>   | uw                     | u <sup>w</sup>                                | ü  | u:  | uw   |                        |
| 10. <u>good</u>  | u                      | u   | û  | u   | u  |                        |
| 11. <u>go</u>    | ow                     | o <sup>w</sup>                                | ō  | əu  | ow   |                        |
| 12. <u>born</u>  | ɔ                      | ɔ   | ò  | ɔ:/ɔ  | ɔ  |                        |
| 13. <u>night</u> | ay                     | aI  | ī  | aI  | ay   |                        |
| 14. <u>town</u>  | aw                     | aʊ  | aui  | aʊ  | aw   |                        |
| 15. <u>boy</u>   | oy                     | ɔI  | oi   | ɔI  | oy   |                        |

(Hagen and Grogan, 1992)

## Section 5

### Comments on English Segmentals, Suprasegmentals, Prosody and Orthography

**Segmentals** are the parts of words: (1) phonemes and (2) clusters of letters (diphthongs and blends) that produce their own unique sounds in English and (3) syllables that carry sound, stress and, often, meaning such as affixes and roots. ELL's need to know these many elements of English but rote memorization to learn these can be boring except for young ELL's. Finding fun ways of teaching segmentals for varying ages of ELL's is part of the challenge of teaching English pronunciation.

**Suprasegmentals** are the elements of oral communication that include parts of speech, the function and arrangement of these words in the sentence, the varying meanings that occur based on the use and placement of words in sentences. Stress of certain syllables and/or words, intonation meaning and rhythm of the language are all features that *accompany* phonemes rather than constituting them.

**Prosody** is that part of spoken language that signifies rhythm including stress and intonation. These patterns occur in all speech, not just lyrics or poetry. In English, failure to produce the stress-timed flow of words ---even with correct word pronunciation may result in oral output that is incomprehensible to native speakers. Some people are natural mimics and seem to pick up these patterns without much help but many ELL's need explicit instruction in this area—usually because their L1 differs greatly from English in this area. The grapheme-phoneme system must be in place before prosody can be mastered. (Rasinski, 2006)

**Orthography** is an important part of teaching pronunciation because, although one can learn to speak a language without reading, research shows that learning the four areas of language together accelerates fluency in them all. Many of our ELL's come to us already reading in their L1 and having the strategies for learning associated with reading. However, this very thing may be a confusion for them if their L1 approaches its orthography and pronunciation in a very different way than English. Teach orthography because it aids the auditory and mixed-sensory learner, also.

## Section 6

### Specific Pronunciation Challenges for ELL's and Activities to Improve Pronunciation

Consonants and consonant clusters (blends)

1. **v confused with b**
2. **sh confused with ch or s**
3. **j confused with y**
4. **f confused with h**
5. **r confused with l, h or w**
6. **p confused with b or f**
7. **th, as in think, confused with th, as in this, confused with z, s or d**

Vowels and Diphthongs

1. **a as in cat confused with o in cot**
2. **i as in sick confused with long e sound as in seek**
3. **e as in pet confused with long a sound as in rake**
4. **u as in cup confused with boot, book, boat vowel sounds**
5. **sounds found in lawn, bought, and caught confused with house, now, long o, as in hope, or short u, as in cup**

Morpheme –s

1. **s voiced: as in kids, loves, legs**
2. **s voiceless: as in bets, laughs, socks**
3. **other s sounds: raises, watches, Hess's**

Morpheme –ed

1. **-ed sounds like d with a z in front of it after certain sounds such as raised, loved bagged**
2. **-ed sounds like t with voiced, backed, laughed**
3. **-ed sounds like Ed after d and t, as in needed and heated**



Reductions: schwa and contractions

**Schwa—we call it short u, as in cup, also the a as in about**

Native English speakers reduce some sounds and syllables, producing the schwa sound instead of the full syllable sound. Examples are (1) I *wanna* go to the store; (2) He's *gonna* be late; (3) You *gotta* new car, didn't*cha*? Be sure to teach your ELL's about these pronunciations. We do not often see these in writing, but they will help explain what ELL's are hearing.

**Contractions---**ELL's may understand contractions that are written but they may not recognize what is being said or what it means when they hear contractions in oral communication. Teach them explicitly in combination with orthography to get the full benefit.

Syllable stress and the way it alters meaning in spoken English

**1. heteronyms:** spelled the same but pronounced differently and with different meanings--examples: August, the month and august, full of splendor and dignity; axes, more than one ax and axes, more than one axis; present, a gift or the state of being in someone's presence and present, to show or display or to introduce formally

**2. modal—can---** not emphasized in affirmative in native English speech but is over emphasized when urging ELL's in classroom settings—confusing. In the affirmative, the subject + can is often reduced, such as I can or She can but always with the subject stressed. *ELL's have difficulty in comprehending whether affirmative can means yes or no.*

**3. Articles and prepositions are rarely stressed in native English.** They are assimilated by surrounding words that are stressed, such as nouns, verbs and adjectives. Many languages use syllable-timing where every other syllable is stressed. Teach ELL's that English is stress-timed---the stresses are on important words in the sentence and that these stressed words are cues to meaning.

**4. Care should be given to when and how to make corrections.** Often it is better to give students opportunities to speak and then bring up pronunciation difficulties and exercises for correction in a general way. Remember that some students do not hear the sounds not found in their L1, some students recognize the differences in reading or in listening but cannot make the correct sound or stress yet.

## Activities to Improve Pronunciation

(Note: I have not included the many minimal-pair activities or other letter-sounds discriminating activities found in all pronunciation workbooks. They are all useful for specific needs. Try activities that present opportunities for authentic communication. They will be more meaningful to your students.)

### 1. Explicitly teach sounds of vowels and consonants: songs, chants, charts; example from Jazz Chants by Carolyn Graham:

#### ACTIVITY GUIDE

##### TASK:

Have the students answer the questions using the short response: **Yes, I have.** or **No, I haven't.**

##### PRACTICE:

- 1. *Vocabulary*  
Teach the vocabulary of food, including breakfast foods, main dishes, snacks and beverages. A list of suggestions follows:

|          |             |           |
|----------|-------------|-----------|
| eggs     | milk        | hamburger |
| cereal   | juice       | hot dog   |
| fruit    | coffee      | chicken   |
| pancakes | tea         | fish      |
| toast    | soft drinks | steak     |
- 2. *Habitual Present Tense*  
Conduct a real question and answer drill with the students using the *habitual present tense*.  
**T:** What do you have for breakfast?  
**S:** I have eggs.  
**T:** What do you have for lunch?  
**S:** I have a hot dog.  
**T:** What do you have for dinner?  
**S:** I have a steak.
- ● 3. *Discussion*  
Have the students discuss the type of food they eat in their country at each of the following events:

|                |                   |
|----------------|-------------------|
| birthday party | national holiday  |
| sports event   | religious holiday |
| wedding        |                   |
- ● 4. *Discussion*  
Have the students ask each other questions about food combinations, using the structure: *Have you ever had... ?* The food combinations they come up with can lead to interesting class discussions.

##### ENRICHMENT:

- 1. *Drawing*  
Have the students draw a picture of their favorite food.
- ● 2. Have the students bring in one kind of food which is a specialty in their country, or have them describe it, pointing out what the food tastes like, looks like, and when it is eaten.

#### The Hot Dog Song



1. Have you ever had chicken with rice?



2. Have you ever had ice-cream for breakfast?



3. Have you ever had salt in your milk?



4. Have you ever had a hamburger with catsup?



5. Have you ever had crackers in bed?

10

#### NOTES

## The Hot Dog Song

Have you ever had a hot dog with mustard and mayonnaise?  
Have you ever had a hot dog with pepper and salt?  
With mustard and mayonnaise  
and catsup and pickles.  
Have you ever had a hot dog with pepper and salt?

With mustard and mayonnaise  
and lettuce and onions  
and mustard and mayonnaise  
and catsup and pickles  
and mustard and mayonnaise  
and lettuce and onions  
and mustard and mayonnaise  
and pepper and salt.

11

## CHANT GUIDE

### PRONUNCIATION:

Practice the pronunciation of **with**.

Listen carefully to the pronunciation of **hot dog, mustard, mayonnaise, catsup, lettuce, pepper, and salt**.

Notice the z sound in the plural s ending of **pickles** and **onions**.

### STRUCTURE:

This song offers practice in the *present perfect tense* when used to express vague, indefinite, past time as in: **Have you ever had . . . ?** Notice that the use of **ever** stretches the time span to include any time in one's life up to the present.

This song also illustrates the plural form of countable and uncountable nouns: **onions, lettuce, pickles** and **catsup**.

Notice that the repeated use of **and** emphasizes the importance of the individual items listed.

### PRESENTATION:

**The Hot Dog Song** is sung to the tune of the traditional folk melody, "Have You Ever Seen a Lassie."

Listen to the accompanying tape for the melody, tempo and style of presentation of this song.

## NOTES

**2. Explicitly teach vocabulary:** differences in similar sounds--- minimal pair activities---words that differ by one phoneme---select words that are useful vocabulary (teach their meanings, also) and that are appropriate for the age of ELL's---teach cognates and false friends (words that sound similarly but their meanings are quite different)--- teach idioms because they act like words in meaning---teach collocations (words that occur together in phrases: example: the verb *to squander* occurs with *time, money, opportunity*---have students keep their own notebook of vocabulary words---have 10 vocabulary words per week and quiz them at the end of the week after reviewing these 10 daily.

example: bus, car, boat, train, plane, truck, bike, ship, blimp, canoe

**3. 14 vowel sounds:** how many **sets of 14 words** can you and your students make by using the same first phoneme and all 14 vowel sounds—example:

Pete, peat  
pit  
pate  
pet  
pat  
pot  
poop  
post  
paltry  
putt  
put  
pike  
pout  
point

**4. Tongue Twisters: phrases, poems or lyrics that focus on specific sounds.** There are books and websites with numerous examples. Select them based on content, student age, proficiency level and the targeted sound.  
example:

### Money

**Workers earn it,  
Spendthrifts burn it,  
Bankers lend it,  
Women spend it,  
Forgers fake it,  
Taxes take it,  
Dying leave it,  
Heirs receive it,  
Thrifty save it,  
Misers crave it,  
Robbers seize it,  
Rich increase it,  
Gamblers lose it,  
I could use it.**

By Richard Armour (Reid, 1995)

5. Help your ELL's to see as well as hear **the -ed morpheme** sounds and understand the varying meanings: past tense and past participles, as in (1) She tired her family; (2) the tired mother. Generate sentences with the -ed words followed by a word beginning in a vowel to help ELL's hear and say---(1)She tagged all of the shirts---heard and pronounced as---(1a) She tagdall o'the shirts; and (2) He jacked up the car---heard and pronounced as---(2a) He jackup the car --or-- He jacup the car.

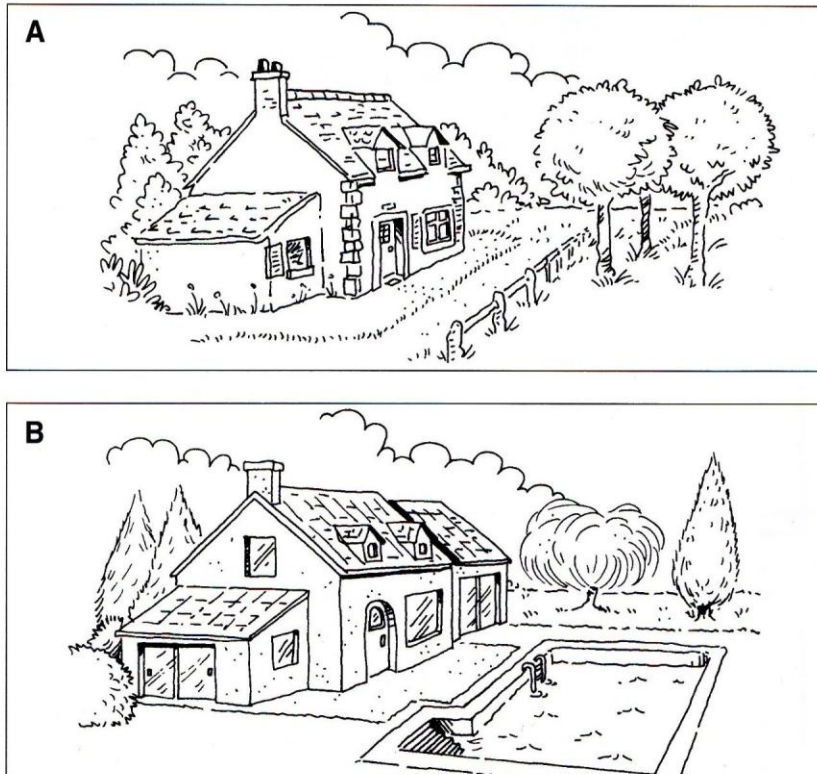


**EXAMPLE:**

STUDENT 1: They had the shutters removed.

STUDENT 2: They had the swimming pool installed.

STUDENT 3: They had some new trees planted.



(Beisbier, 1995)

Look at picture A and picture B. Have students explain what was done to update the appearance of the house. They will need to use past tense (-ed words).

**6. Chants and Tapping/Clapping for learning stress and rhythm.**

Carolyn Graham's Jazz Chants books are classics. Creative teachers may think up their own or adapt any poetry or lyrics .



**7. Practice oral reading of sentences where two or more words are reduced in native speech.** Practice writing the reduced form and then saying it. Extend the activity to conversation using reduced forms—use a list of reduced forms as prompts. Examples:  
couldja, wouldja, havta, hadta, gonna, wanna, don'tya, whereze—just to name a few. example from Jazz Chants by Carolyn Graham:

## ACTIVITY GUIDE

### TASK:

Using the example as a model, have the students complete each question either orally or by writing in the blank spaces provided at the right of each picture. The questions with the appropriate answers are listed below.

1. Who's going? Bill
2. Where's he going? To the playground or to the baseball field.
3. Who's going? Sally
4. Where's she going? To the library.
5. Who's going? Jim
6. Where's he going? To the movies.
7. Who's going? Annie
8. Where's she going? To school.

### PRACTICE:

- 1. Have the students repeat the questions used in the chant and the activities with appropriate answers.  
T: Who's going? Bill's going. (Students repeat.)  
T: Where's he going? To the playground. (Students repeat.)  
T: When's he going? At a quarter after three. (Students repeat.)  
T: What's he going to do at the playground? Play ball. (Students repeat.)  
Continue with additional models of this type and have the students repeat.
  - ● 2. *Statement plus Question and Answer Practice*  
Provide a model sentence for the students which will give the information about who, where, and when. Then ask the *Who*, *Where* and *When* questions for each statement, and have the students give the appropriate answers. Example:  
T: John's going to the park at 4:30.  
T: Who's going?  
S1: John  
T: Where's he going?  
S2: To the park.  
T: When's he going?  
S3: At 4:30.  
T: Mary's going to the library at a quarter to two.  
T: Who's going?  
S4: Mary  
T: Where's she going?  
S5: To the library.  
T: When's she going?  
S6: At a quarter to two.
  - ● 3. *Vocabulary*  
Have the students repeat the vocabulary for food that one can buy at the grocery store. A suggested list follows:
- |         |           |          |
|---------|-----------|----------|
| milk    | hamburger | cheese   |
| eggs    | bread     | meat     |
| fish    | cookies   | pears    |
| bananas | apples    | tomatoes |
| oranges | pineapple | peas     |
| beans   | lettuce   | hot dogs |
| pepper  | chicken   | cereal   |

## Grandma's Going to the Grocery Store



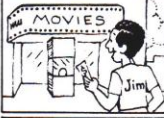

Who's going?

Where's she going?



Grandma

to the grocery store

1. Who's going?  \_\_\_\_\_
2. Where's he going? \_\_\_\_\_
3. Who's going?  \_\_\_\_\_
4. Where's she going? \_\_\_\_\_
5. Who's going?  \_\_\_\_\_
6. Where's he going? \_\_\_\_\_
7. Who's going?  \_\_\_\_\_
8. Where's she going? \_\_\_\_\_

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- ● ● 4. *Question and Answer*  
Ask the students, "What do you like to buy at the grocery store?" Have the students respond freely with their own answers. This may lead to an interesting discussion of likes and dislikes and cultural differences. This practice exercise may be expanded depending on the vocabulary level of the students. You could ask, for example:  
What do you like to buy at the drug store?  
What do you like to buy at the department store?  
What do you like to buy at the toy store?

### ENRICHMENT:

- 1. Have the students make clocks out of cardboard and practice showing the time on their clocks. For example: 2:15, 2:30, a quarter to three, three o'clock. Depending on the level of sophistication of the students, they could also practice 2:20, 2:23, 2:25.
- ● 2. *Game: Add a Word*  
This game tests the student's vocabulary as well as his memory. Have the first student begin a sentence as follows: "I'm going to the grocery store to buy a can of peas."  
The next student must repeat what the first student said and add what he will buy. For example:

## Grandma's Going to the Grocery Store

Grandma's going to the grocery store.  
One, two, three, four.

Grandma's going to the grocery store.  
One, two, three, four.

Who's going?  
Grandma's going.

Who's going?  
Grandma's going.

Where's she going?  
To the grocery store.  
One, two, three, four.

When's she going?  
At a quarter after four.  
One, two, three, four.

What's she going to buy at the grocery store?  
One, two, three, four.

What's she going to buy at the grocery store?  
One, two, three, four.

A loaf of bread,  
a bottle of milk,  
a big bag of cookies  
and a little can of peas.

A loaf of bread,  
a bottle of milk,  
a big bag of cookies  
and a little can of peas.

Grandma's going to the grocery store.  
One, two, three, four.

Grandma's going to the grocery store.  
One, two, three, four.

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"I'm going to the grocery store to buy a can of peas and a bag of cookies."

The next student continues the chain and adds another item. For example: "I'm going to the grocery store to buy a can of peas, a bag of cookies and a bottle of milk."

The game is continued until the chain is broken by a student who cannot remember all the items or who makes a mistake. That student then starts a new sentence and the game is repeated again, using different vocabulary.

## NOTES

## CHANT GUIDE

### PRONUNCIATION:

Practice the pronunciation of the contractions. Notice the z sound of the final s in **Grandma's**, **who's**, **where's** and **when's** in contrast with the s sound in **what's**.

Practice the pronunciation of the numbers **one**, **two**, **three** and **four**. Notice that the intonation pattern here is the one used to indicate a *series* of items. There's a slight rise in intonation in the penultimate item in the series. In this case, the rise comes on the word **three**.

Practice the intonation patterns of the information question, **Who's going?** and the response, **Grandma's going**. Notice that the rise in intonation on **who's** in **Who's going?** implies a need for *clarification* of the subject in the original statement.

Listen to the reduction in the sound of *going to* (gonna) when it occurs in non-final position in a sentence: **What's she going to buy?** This reduction is a distinctive feature of American English speech, frequently used by educated native speakers in casual conversation. However, in written and formal communication, *going to* is retained.

### STRUCTURE:

This chant provides practice in the *present continuous* statement, **Grandma's going to the grocery store**; followed by *information questions* with **Who**, **Where**, **When** and **What**.

It illustrates the use of the *present continuous* tense to express both immediate *present* and *future* time. The statement, **Grandma's going to the grocery store**, could describe an action taking place at that moment and witnessed by the speaker or it could refer to a future intention. The question, **When's she going?** could imply a future time.

This chant includes repeated examples of the use of the *definite* and *indefinite* articles, **the grocery store**, **a loaf of bread**; and a wide variety of useful words and expressions for vocabulary development: **a loaf of bread**, **a bottle of milk**, **a big bag of cookies**, **a little can of peas**.

### PRESENTATION:

The accompanying tape provides a model for the presentation of this chant.

## 8. Linking Magnets: for teaching liaison (the way English words run together)

use wood blocks or make your own of 1-2x2 cut in 2", 3" and 4" **blocks**

take stick-on letters to make short words, such as to, out, of, etc. and glue to sides of block, glue a **piece of sheet magnet** to the ends of the blocks, **glue words** that follow these little words on the sides of the other blocks, when the blocks are 'stuck' together they read and are said, for example: atall, but when pulled apart they are two separate words at and all; and goout for go and out (Morley, 1994).

## 9. Teaching syllable length--- the easiest part of rhythm for ELL's to control

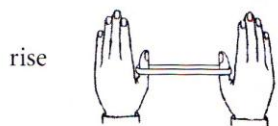
To overcome L1 rhythm: get a classroom set of **thick rubber bands** large enough to put in thumbs from both hands, demonstrate the increased length of some syllables and not others in English by stretching the rubber band on the long syllables and letting the rubber band return to its resting form on short syllables; then have the students practice with the teacher, then on their own (Morley, 1994)



### **Rhythm: voicing and syllable length**

The end of a word is important in English. Sometimes it is hard to hear the final consonant, so we have an extra signal to help the listener.

**Rule** If the final sound is voiced, the vowel before it is long.



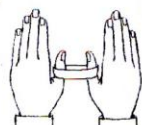
If the final sound is unvoiced, the vowel before it is short.



## **A**

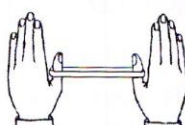
### **Pair practice**

Student 1 says a word from from list 1 or list 2. Student 2 says the other word in the pair.



**1**  
**Shorter vowel**  
**Unvoiced final consonant**

safe  
leaf  
half  
peace  
bus  
Miss  
back  
cap  
feet  
batch  
rich



**2**  
**Longer vowel**  
**Voiced final consonant**

save  
leave  
have  
peas  
buzz  
Ms.  
bag  
cab  
feed  
badge  
ridge



**10. Kazoos, Teaching Melody (Changing Pitch) and the Most Stressed Word in the Sentence!** Get a classroom set of **kazoos**; teacher demonstrates the stressed word(s) in the sentence based on pitch change. Give the students sentences, along with a choice of a couple of answers or replies and hum how the question is asked or comment is stated and model the replies using the kazoo—example:

Q or comment: Is that a big dog? (Stress would be on dog)

A or reply: No, it's a black bear. (Stress would be on bear or black, depending on how you think about that word.)

: I wouldn't call it big. (Stress would be on big)

Q or comment: Did you have a good day? (Stress would be on day)

A or comment: No, I had a horrible day! (Stress would be on hor—of horrible)

: I had a wonderful day. (Stress would be on won- of wonderful)

(Morley, 1994)

**11. Introducing New Information—pitch and stress are the two main ways in English of signaling new and/or important information---**This kind of exercise is designed to help ELL's overcome speaking in a monotone. Teacher should model this first and then divide class into pairs, one student asking the question, the other responding with answer based on how the question was asked (which word(s) stressed):

Q: Were you in the grocery store on Friday?

A: No, I wasn't.

Q: Were you in the grocery store on Friday?

A: No, but my mother was.

Q: Were you in the grocery store on Friday?

A: No, but I was outside waiting for my mother.

Q: Were you in the grocery store on Friday?

A: No, I was in the department store.

Q: Were you in the grocery store on Friday?

A: No, I was there on Wednesday.

(Morley, 1994)

**12. Information Gap Activities---** opportunities for students to practice intonation interactively:

(a) predicting what has to be said next—example: My friend got a new job but \_\_\_\_\_.

(b) using stressed word to contradict what was just said-----example: (comment) It is very hot today. (reply) Not very hot or Not as hot as last month.

(c) orienting or guessing what was previously said---example: Today is Election Day. No, today is Veterans' Day. Example:

\_\_\_\_\_.  
No, the wedding is on eighth of September. (What statement prompted that reply?)

See another example of 2-way information gap on the next page.

## PARTNER 1

### 2a. SPEAKING AND LISTENING. Pair Practice for Phrasal Verbs.

PARTNER 1. Use this page. PARTNER 2. Turn to page 43.

Bob is very busy. Here is Bob's agenda. It shows some things he will do in April. Your partner has Bob's April agenda, too.

DIRECTIONS: For each day with \*, Bob will be busy. Ask questions about the days with \*. Take turns asking and answering questions. Stress phrasal verbs correctly.

#### EXAMPLE:

YOU: What will Bob do April 8th?

YOUR PARTNER: He'll pay back a loan. What will Bob do April 16th?

YOU: He'll get away to the mountains. What will . . .

## APRIL

### *Bob's Agenda*

| SUNDAY                              | MONDAY                                    | TUESDAY        | WEDNESDAY                          | THURSDAY      | FRIDAY  | SATURDAY                         |
|-------------------------------------|---|----------------|------------------------------------|---------------|---|----------------------------------|
|                                     |   |                |                                    | <b>1</b>      | <b>2</b><br>try out a<br>new tennis<br>racket   | <b>3</b><br>*                    |
| <b>4</b><br>drop in on<br>friends   | <b>5</b><br>*                             | <b>6</b>       | <b>7</b><br>work out at<br>the gym | <b>8</b><br>* | <b>9</b>  | <b>10</b><br>figure out<br>taxes |
| <b>11</b><br>*                      | <b>12</b><br>add up<br>expenses           | <b>13</b>      | <b>14</b><br>*                     | <b>15</b>     | <b>16</b><br>get away<br>to the<br>mountains    | <b>17</b>                        |
| <b>18</b><br>*                      | <b>19</b><br>look into<br>night<br>school | <b>20</b><br>* | <b>21</b>                          | <b>22</b>     | <b>23</b><br>go out with<br>Diane               | <b>24</b><br>*                   |
| <b>25</b><br>stop by the<br>library | <b>26</b><br>*                            | <b>27</b><br>* | <b>28</b>                          | <b>29</b>     | <b>30</b><br>pick Diane<br>up at the<br>airport |                                  |

## PARTNER 2

### 2b. SPEAKING AND LISTENING. Pair Practice for Phrasal Verbs.

PARTNER 2. Use this page. PARTNER 1. Turn to page 39.

Bob is very busy. Here is Bob's agenda. It shows some things he will do in April. Your partner has Bob's April agenda, too.

DIRECTIONS: For each day with \*, Bob will be busy. Ask questions about the days with \*. Take turns asking and answering questions. Stress phrasal verbs correctly.

#### EXAMPLE:

YOU: What will Bob do April 16th?

YOUR PARTNER: He'll get away to the mountains. What will Bob do April 8th?

YOU: He'll pay back a loan. What will . . .

## APRIL

### Bob's Agenda

| SUNDAY  | MONDAY   | TUESDAY                                   | WEDNESDAY                      | THURSDAY                       | FRIDAY         | SATURDAY  |
|---|--|---|--------------------------------|--------------------------------|----------------|---|
|   |  |   |                                | <b>1</b>                       | <b>2</b><br>*  | <b>3</b><br>find out<br>about flights<br>to Miami |
| <b>4</b><br>*                                   | <b>5</b><br>drop off<br>clothes at<br>the cleaners | <b>6</b>                                  | <b>7</b><br>*                  | <b>8</b><br>pay back a<br>loan | <b>9</b>       | <b>10</b><br>*                                    |
| <b>11</b><br>call up<br>parents                 | <b>12</b><br>*                                     | <b>13</b>                                 | <b>14</b><br>make up a<br>test | <b>15</b>                      | <b>16</b><br>* | <b>17</b>   |
| <b>18</b><br>come back<br>from the<br>mountains | <b>19</b><br>*                                     | <b>20</b><br>pick up<br>some<br>groceries | <b>21</b>                      | <b>22</b>                      | <b>23</b><br>* | <b>24</b><br>pick out a<br>stereo                 |
| <b>25</b><br>*                                  | <b>26</b><br>drop off<br>Diane at<br>the airport   | <b>27</b><br>turn in an<br>essay          | <b>28</b>                      | <b>29</b>                      | <b>30</b><br>* |   |

**13. Role Play:** take a story that has been previously read and discussed in class or one that is well known by all of the students but change one part of it—select the story based on the number of characters in the story and the number and type of personalities in the class—(1) give a slip of paper to each student with his/her character on it---or---write the character's name and attributes on the board; (2) students should work in pairs or groups initially until they have learned role play, then they should work alone and reveal their characters as they role play;(3) give students time to write down what they want to say and to ask questions if they are unsure or want some guidance; (4) begin retelling the story or event by students introducing themselves and then begin the story—example: Cinderella---only this time she gets revenge Note: authentic speaking activities give students and teacher the opportunity to assess and observe oral proficiency and improvement as well as areas that continue to need work---role play may not be just a time to deal with a particular pronunciation problem---on the other hand, students who are working on pronunciation difficulties may attend to that particular need while they are role playing (Folse, 2006)

**14. Watching movies** that will teach a particular aspect of pronunciation---be sure to teach the pronunciation element and provide activities that assess students' listening—not vision---spread the watching over several days (Folse, 2006)

**15. Singing songs and karaoke.** Select songs for an element of pronunciation on which to focus. (1) Teach vocab. (2) Take copies of lyrics, cut the copies into phrases, let the students listen to the music and work in pairs to put the phrases in order. Once in order, have students chant along to get the melody and then sing along, if they like. This activity has many variations and can promote native English speech stress patterns. (3) Karaoke can be used for role-play. Singing songs can be part of drama or role play---example: campfire singing at summer camp, at a wagon train circle, songs related to work, etc. (4) Have students circle every occurrence of a designated sound in the song as a reminder to work on a particular phoneme (Lawrence, 2005)

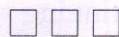
**16. Teaching falling pitches as signaling the end of thought groups.** Begin with teaching the English way of giving 10 digit **telephone numbers** with a pause between the area code, local exchange and final 4 digits. Oral reading of **math equations** is useful for students who are not intimidated by math. Advance to listening to the pitch fall at the end of a thought group and then practice speaking so that they signal the end in their conversations. Example: The boy scouts plan to hike in the mountains on Thursday. I thought they were going on Tuesday. No, they are going caving (spelunking) on Tuesday. (The voice pitch drops on Tuesday, ending that thought group and then the conversation moves on to a new thought group.) (Morley, 1994)

Other intonation exercises taken from Clear Speech by Judy Gilbert, 2002:





## A Counting syllables: The Sunshine Cafe



1 Listen to the menu for the Sunshine Cafe.

### Sunshine Cafe

The world's most  
spectacular sandwiches!  
A mile high!

These sandwiches  
are an adventure!



#### The San Francisco

Fish, avocado, lettuce, tomatoes,  
and artichoke



#### The Honolulu

Baked chicken, pineapple, red  
onions, and mayonnaise

#### The Toronto

Smoked chicken, roasted bell  
peppers, and cream cheese



#### The Dallas

Barbecued beef, hot peppers,  
and onions

#### The New York

Corned beef, pickles, tomatoes,  
and mustard



#### The L.A.

Cheese, sun-dried tomatoes,  
cucumbers, and butter

#### PLAIN SANDWICHES

Peanut butter and jelly

Tuna salad

Egg salad



Choice of bread:

white, whole wheat, rye, French roll



#### BEVERAGES

Coffee, tea, iced tea, milk,  
lemonade, Coke, sparkling water

2 Write the answers to these questions.

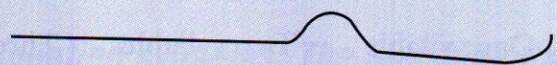
1. Write the name of one of the sandwiches. ....
2. How many syllables are in the name of this sandwich? ....
3. How many syllables are in the first food in the sandwich? ....
4. Which beverage has the most syllables? ....
5. How many syllables does it have? ....

3 Listen to the menu again. Check your answers.



## C Music of English

Listen. Say the conversation two times.



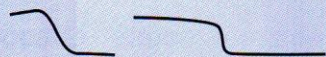
I'd like the Tor**o**nto, please.



The Tor**o**nto?



Yes, on wh**i**te.



Okay, on wh**i**te.



No, I changed my m**i**nd. On whole whe**a**t.



Okay. One Tor**o**nto, on whole whe**a**t.

## D Pair work: The most important word

- 1 Listen to these conversations. Circle the most important word in each sentence.
- 2 Say the conversations with a partner. Take turns as the customer and the server.
  1. Customer: I'd like the Toronto, please.  
Server: The Toronto?  
Customer: Yes, on whole wheat.  
Server: Okay. One Toronto, on whole wheat.  
Coming right up!

## **Sounds and syllables chart**

Write one word from the menu in each box in the chart.  
You can use the same word in two boxes.

|  | One syllable | Two syllables | Three syllables |
|--|--------------|---------------|-----------------|
| <b>Two Vowel Rule</b><br><br>Circle the alphabet vowel.                  | b@k e d      | r@asted       | artich@ke       |
| <b>One Vowel Rule</b><br><br>Circle the relative vowel.                  | f@sh         | p@ppers       | l@monade        |
| <b>Strong syllables</b><br><br>Circle the strong syllable.               |              | peppers       | sandwiches      |
| <b>Final stop sounds</b><br><br>Circle the final stop sound.             | hot          | mustard       | artichoke       |
| <b>Final continuing sounds</b><br><br>Circle the final continuing sound. | bel          | chicken       | mayonnai        |

(Gilbert, 2002)

## Section 7

### Top 12 Languages of ELL's in U.S.A. today and Specific Challenges of Each

#### North America

US American English

Canadian English variant

**1. French**

**2. Spanish**

Native American languages

#### South and Central America and the Carribean Islands

Spanish

French

British English

**3. Portuguese**

Native American languages

Creoles

#### Asia

**4. Chinese: Mandarin and Cantonese** and other languages

**5. Korean**

**6. Vietnamese (Roman letters for Chinese words)**

Malay (Indonesian)

Tagalog and other languages

**7. South Asian languages**

Turkish

Farsi

**8. Arabic**

#### Europe

Spanish

Portuguese

**9. German**

French

Italian

Greek

**10. Polish**

Ukrainian

**11. Russian**

Scandinavian

United Kingdom English variants (R.P, Scottish, Welsh, Irish)

#### Africa

**12. Swahili**

West African

Arabic



## **Characteristic Difficulties with English for Speakers of French**

### **1. vowel sounds confusions: hearing and saying**

- leave and live
- mirch for much
- pull and pool; not for nut
- naught and note
- bank and bunk; hahnd for hand; mad and made
- pat and pet
- pepper for paper

### **2. difficulty making long vowels long enough**

### **3. diphthongs may be pronounced as 2 separate sounds**

### **4. consonant and consonant cluster difficulties:**

- th as in think may be pronounced as sink, fink or tink
- th as in this may be pronounced as zat, vat or dat
- ch as in church may be pronounced as shursh
- j as in joke may be pronounced as zhoke
- h is often dropped completely
- l as in will is pronounced as l as in clear
- ing mispronounced

### **5. failure to lengthen vowels in certain words creates confusion between sat and sad, pick and pig**

### **6. stress tends to be the same length and on all syllables equally (sometimes on the final syllable) creating problems for native speaker comprehension.**

### **7. tendency to drop -s at the end of third person singular verbs**

### **8. many false friends as cognates—same spelling but different meaning in the two languages**

## **Characteristic Difficulties with English for Speakers of Spanish**

### 1. difficulty recognizing and using English vowels

→sit and seat, sheet and ship are confused

→cart, cat, and cut are confused

→caught and cot are confused

→caught and coat are confused

→pool and pull are confused

### 2. strong devoicing of final voiced consonants

→final d replaced with t ex. birt for bird

→p, t, k sound like b, d, g to English ears

→rich for ridge, bath for bathe

→drean or dreang for dream

### 3. even sentence rhythm without the stressed words of English

### 4. narrower range of pitch, producing a bored effect

### 5. b sounds like v often

### 6. z sounds like s, s sometimes sounds like sh

### 7. sh, ch, tch and j confusion of sounds

### 8. ll pronounced as j (jump)

### 9. h sounds like the ch in loch

### 10. confusion between sounds of year, cheer, jeer

### 11. difficulty spelling words with double letters (rare in Spanish except for ll)

## **Characteristic Difficulties with English for Speakers of Portuguese**

1. nasalize vowels
2. inserting intrusive vowels between consonants
3. retaining syllable-timed speech instead of English stress-timed speech—  
produces over emphasis of unstressed syllables
4. rich sounds like reach, hit like heat
5. confusion between head and had
6. caught for cot, spot for sport, hut for hot
7. fool for full
8. lack for luck, mood for mud
9. unstressed vowels given full value except at final position where they are often  
dropped ex. thee for the, cough for coffee
10. bottu for bottle, heeoo for heel
11. p, k, t sound like b, g, d as in beg for peg, gate for Kate, and din for tin
12. initial and median t and d confusion: dale for tail, ladder for latter; cheam for  
team and Jean for dean
13. better for bearer and heating for hearing
14. vowels before m, n, and –ing are nasalized
15. initial r unvoiced trill makes r sound like h as in head for red or height for right
16. rice for rise and hash for has
17. sinker, tinker, dinker for thinker; breed or breeze for breathe
18. ch, sh, tch confusion chair and share or pledger and pleasure
19. h omitted or added where not needed as over compensation

20. low pitch, syllable-stressed speech, spoken at a louder volume makes speakers of Portuguese seem rude, irritated or angry
21. Brazilian non-emotional eye contact is longer than what many are comfortable with; they stand closer together and physical touching is widely accepted—their conventions should not be misinterpreted

### **Characteristic Difficulties with English for Speakers of Chinese**

1. Chinese dialects are not mutually understandable amongst Chinese people—written Chinese is readable by anyone who is literate
2. more vowel contrasts in English – much effort required to distinguish them
3. confuse eat and it, bean and bin
4. confuse fool and full, Luke and luck
5. carp for cup and kep for cup
6. pot replaces putt
7. pronounce diphthongs too short and without enough distinction between 2 vowels
8. p for b, t for d, k for g
9. many dialects do not have n: night becomes light
10. thin pronounced as tin, fin or sin; this pronounced as dis or zis
11. h over pronounced as ch in loch
12. most dialects do not have z: rice for rise
13. sh, ch and j pronounced as their own language
14. Cantonese has difficulty distinguishing l and r: flied lice
15. few final consonants in Chinese: either drop the sound in English or add a vowel to consonant ending words: wifey for wife, or wi for wife

16. final l becomes r: bill becomes beer, bee or bi
17. initial consonant cluster lacking in Chinese: insert vowel ex.sipoon for spoon
18. final consonant cluster difficult, also: doggies for dogs
19. have difficulty with reduced forms and tend to drop unaccented syllables
20. tend to syllable-time instead of stress-time speech, they add a high falling tone on initial syllables creating a sing-songy sound to English ears
21. tend to separate each syllable, making speech sound very stacatto
22. expect slower reading speeds because of differences in 2 languages
23. word order is identical for statements and questions in Chinese
24. As a culture, they value learning but will require proof that “fun” methods are worth their time; rote memorization is part of their traditional learning mode--- encourage them to practice speaking—not just reading or writing.

### **Characteristic Difficulties with English for Speakers of Korean**

1. Ural-Altaic language related to Turkish; similar to Japanese in syntax with both languages using some Chinese characters although pronunciation is not similar
2. no Korean words begin with vowels—sometime the –ing sound
3. no long/short vowel distinctions in Korean—they use rising and falling intonation and pause
4. cup sounds like carp
5. hat sounds like het
6. difficulty distinguishing between walk and work
7. sit and seat confusion
8. no distinction is made between voiced and voiceless sounds—this leads to confusions: writing and riding, lock and log, raced and raised



9. r and l confused; r is difficult to produce
10. v pronounced as b
11. f becomes p as in families and flay becomes pray
12. z becomes j as in zoo becomes Jew
13. in oral reading ignore definite article; th as in think becomes s as in sink
14. th as in this becomes d as in dis
15. plural, third person singular and possessive final s and z sounds are not pronounced because of Korean grammar rather than difficulty hearing
16. Korean sounds flat to English ears---they have difficulty making appropriate stress-timing in English; to Koreans English sounds histrionic
17. Korean letters are phonetic not ideograms; Latin alphabet transliterations are common in South Korea—students have little difficulty learning to write in English
18. no auxiliary verbs or articles in Korean
19. learning register is important because of the corresponding elements of language-culture in Korean
20. In their culture Koreans are not to gesture or use facial expression—these are a sign of poise and composure
21. smiles are questioned as to motive
22. please and thank you are ingratiating in Korean –teach that this is not the case in English
23. Koreans classroom experience is very formal and involves little English conversation—avoid embarrassing/correcting in front of their Korean peers

## **Characteristic Difficulties with English for Speakers of Vietnamese**

1. Difficulty hearing sounds of letters: r, i, e, g, j, h, k, q, w, x, y
2. Difficulty distinguishing words ending in –ed and -s varying sounds
3. differentiating long and short vowel sounds in pronunciation
4. pronouncing word-final consonants
5. consonant cluster pronunciations: -sts, -ts, -str, -tr
6. stress timing
7. –th as in this and in think confused with f
8. l and n confused by speakers of northern Vietnamese dialects
9. y pronounced as z by speakers of central and southern Vietnamese dialects
10. zed instead of red and ozange instead of orange
11. tendency to drop articles, and suffixes

## **Characteristic Difficulties with English for Speakers of South Asian Languages (16 major languages: 4 Dravidian, 12 Indo-Aryan→ Indo-European, deriving from Sanskrit)** comments relate to Hindi and Urdu:

official languages of India and Pakistan

1. t and d have a set of 4 sounds with tongue behind teeth and 4 sounds with tongue curled back behind alveolar ridge
2. tense articulation of all words
3. t, p, -tch and k pronounced without aspiration
4. raise pitch for emphasis rather than intonation for emphasis—difficult for English ears to follow
5. confusion between said and sad, law and laugh, med for made, tie for toy
6. pronouncing coat as ko at

7. confusion of dem for them and pit for fit
8. distinguishing vet and wet
9. interchange j, z, sh and dg as in bridge
10. dark l as in full replaced by light l as in light
11. r is pronounced as a tap of tongue
12. self for shelf
13. use phonetic scripts → over pronounced r, h and s
14. teach past tense –ed pronunciation rules
15. final l and n have vowel tacked on: buttone for button or a pronounced e at the end of little
16. consonant clusters have preface vowel added: istreet for street and istation for station
17. consonant clusters may be divided by vowels: sallow for slow and faree for free
- 18 stress-timing must be taught since most timing is syllable-timed
19. rising intonation as in English questions is reserved for surprise in Hindi and Urdu
20. the rise-fall intonation produced by ELL's when making polite requests in English may sound peremptory to English ears
21. students may need explanation for necessity of learning colloquial expressions; they value formal writing and their speech in English reflects their attempt to be loyal to the written language
22. Female students may not participate unless the class is all female

### **Comments related to Dravidian languages (Tamil as example)**

1. English diphthongs tend to be pronounced as two short vowels with a glide between
2. cot, caught, coat indistinguishable at first
3. pat, pot, part confused
4. consonants pronounced with tongue tip curled back touching top of hard palate
5. p, t, k sound like b, d and g
6. consonant sound doubling as in hatches pronounced as hatch cheese
7. mace for maze
8. occasion pronounced as occashon
9. final nasal consonants strongly pronounced: himmmmmm for him, thinnnnng for thin
10. Tamil does not have final consonants—ELL's add short u as in up
11. Teach stress-timing to improve being understood by native speakers
12. Tamil sentences end with the verb; reluctance to specify agency when reporting action

### **Characteristic Difficulties with English for Speakers of Arabic**

1. consonants and long vowels give meaning in L1
2. energetic, stressed syllables creates a staccato effect---teach stress-timing
3. reluctance to omit consonants: ex. climb bed for climbed
4. confusions: bit for bet, cot for caught, red for raid, hop for hope,
5. pronounce g as in goat and j as in jump according to their local dialect
6. over pronounce h
7. p and b interchanged randomly

8. both th sounds as in this and think are reduced to t and d
9. –ing pronounced as –ink
10. initial and final consonant clusters broken up with vowels insert: perice for price, monthiz for monthes
11. All aspects of written English are difficult when compared to L1—allow extra time for reading and writing
12. Because Arabic goes from right to left, common errors of spelling and letter formation relate to this orientation
13. Writing is highly valued in Arabic-speaking cultures. Status speech is valued—explain need for colloquial expressions
14. ELL's may have difficulty with informal teaching styles, mixed gender and social classes, casual and immodest dress of instructor/peers in non-Arabic countries

### **Characteristic Difficulties with English for Speakers of German**

1. energetic articulation of p,t,k
2. different intonation patterns
3. greater range of pitch than most native speakers
4. confusions: set and sat, caught and coat
5. drawing out some vowels:shaaaape, liiiiike, hot
- 6.Swiss nasalization of certain vowels
- 7.mesher for measure and chain for Jane
8. certain sounds are not final in German: rice for rise, leaf for leave, dock for dog
9. the two th sounds do not occur in German as in this and think: useful for youthful, wizard for withered



10. w and v interchanged
11. r pronounced in back of throat
12. stress-timing is similar but compound words are stressed on first word in German: Chocolate cake and Front Door
13. practice wh- words and question intonation with ELL's to get the English rather than the German
14. southern dialects of German tend to have long rising glides mid-sentence and descending glide at end; Swiss may have slight rising and fall at end of sentences
15. teach reductions and juncture to avoid over pronunciation and staccato sound of speech
16. teach English rules for capitalization and punctuation
17. teach appropriate use of 'please' in English and for Swiss speakers, the appropriate use of 'why not?'

### **Characteristic Difficulties with English for Speakers of Polish**

1. use full instead of reduced vowels in unstressed syllables
2. prominent rolled r
3. s for z
4. substitute native penultimate stress for stressing important words in sentences; difficulty with words heteronyms—both pronouncing variants and with differing meanings
5. difficulty linking sounds—instead pronounced separately
6. confusion: men and man, bed and bad, pat and pet, saw and sew, bought and boat, law and low
7. difficulty varying vowel length based on what follows as in pea, peas, peace

8. the two th sounds are replaced with f, v, s, z, t, d
9. h sounds like –ch in loch
10. –ing becomes –ink as singink for singing, stink for sting,
11. t, d, n are dental in Polish and alveolar in English
12. practice English intonation of questions and stress-timing/intonation of statements
13. Polish speakers use more formal address than in English

### **Characteristic Difficulties with English for Speakers of Russian**

1. absence of differentiation of short/long vowels and diphthongs
2. teaching stress-timing and correct syllable stress is important for native speaker comprehension
3. tend to pronounce words beginning with w followed by o with a long o sound:  
worth, worm, work
4. confusions: set and sat, field as filled, seat as sit, cot-caught-coat
5. the two th sounds are replaced by s and z
6. –ing is replaced by –in or –ig as wig or win and wing
7. t, d, l, n often made by tongue touching top of teeth
8. bit for pit, gum for come
9. h for the –ch in loch
10. t and d often become tz and dz as in tsea for tea and dzeeds for deeds
11. difficulty linking words
12. initial consonant blends pronounced as separate sounds
13. teach question intonation: English rises and then falls on the end and Russian falls

## **Characteristic Difficulties with English for Speakers of Swahili**

1. a Bantu language—but not completely typical: 15 noun classes with prefix markers
2. nouns have concords or affixes that relate the word to the rest of the sentence
3. words contain grammatical particles
4. tonal language
5. no consonant clusters; all words end with a vowel sound
6. tend to assign one of five Swahili vowel sounds to English words
7. contrast confusions: caught and , cot and coat; leave and live; band and bend; bird and bud; tanned and turned
8. l and r used interchangeably: lead and read
9. r trilled
10. dropped h sound
11. g/k ; b/p ; j/-ch substitutions
12. sew for show
13. teach stress-timing and English question asking intonation

(Information on the various languages was taken from Learner English by Swan and Smith and Better English Pronunciation by O'Connor.)

## Section 8

### Other Charts and Tables

**Table 10–1 Learning-Style Preference Means and Native Language**

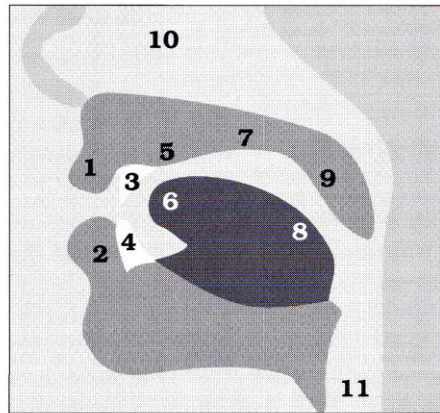
| LANGUAGE   | LEARNING STYLE |        |         |             |            |       |
|------------|----------------|--------|---------|-------------|------------|-------|
|            | Auditory       | Visual | Tactile | Kinesthetic | Individual | Group |
| Spanish    | ++             | +      | ++      | ++          | +          | ++    |
| Chinese    | +              | +++    | ++      | ++          | +          | ++    |
| Vietnamese | +              | +++    | +++     | +++         | –          | +++   |
| Laotian    | +              | ++     | +++     | +++         | +          | ++    |
| Other      | ++             | ++     | +++     | +++         | +          | ++    |
| Total      | ++             | ++     | +++     | +++         | +          | ++    |

*Major Learning Styles:* +++ = Very strong preference    ++ = Strong preference  
+ = Minor learning style    – = Negative learning style

**Table 10–2 Relationships Between Student Learning Styles and Learning Strategies**

| LEARNING-STYLE PREFERENCES |        | LEARNING STRATEGIES PREFERENCES   |
|----------------------------|--------|---|
| Group learning             | -----> | Affective strategies (Group F)<br>social and interactive strategies       |
| Kinesthetic                | -----> | Authentic language use (Group B)<br>seeking out native English speakers   |
| Tactile                    | -----> | Authentic language use (Group B)  |
| Visual                     | -----> | Visualization (Group I)<br>forming new words in mental<br>images          |
| Individual work            | -----> | Models of language structure<br>(Group J)<br>self-directed model building |





1. Upper lip
2. Lower lip
3. Upper front teeth
4. Lower front teeth
5. Tooth ridge
6. Tongue tip
7. Hard palate
8. Back of tongue
9. Soft palate
10. Nasal cavity
11. Airway

(Reid, 1995)

*An Overview of English Vowels*

|        |       | Front     | Center    | Back      |
|--------|-------|-----------|-----------|-----------|
| High   | Tense | iy (beat) | ər (bird) | uw (boot) |
|        | Lax   | ɪ (bit)   |           | ʊ (book)  |
| Middle | Tense | ey (bait) |           | ow (boat) |
|        | Lax   | ɛ (bet)   | ə (but)   |           |
| Low    | Tense |           | a (body)  | ɔ (bored) |
|        | Lax   | æ (bat)   |           |           |
|        |       | Unrounded | Unrounded | Rounded   |

**Diphthongs:**

|        | Front | Center                  | Back     |
|--------|-------|-------------------------|----------|
| High   |       |                         |          |
| Middle |       |                         | oy (boy) |
| Low    |       | ay (bite)<br>aw (about) |          |

The following vowel symbols are used in this text:

|      |       |
|------|-------|
| /iy/ | beat  |
| /ɪ/  | bit   |
| /ey/ | bait  |
| /ɛ/  | bet   |
| /æ/  | bad   |
| /ər/ | bird  |
| /ə/  | bun   |
| /a/  | body  |
| /uw/ | boot  |
| /ʊ/  | book  |
| /ow/ | boat  |
| /ɔ/  | bored |
| /ay/ | buy   |
| /aw/ | about |
| /oy/ | boy   |

(Hagen and Grogan, 1992)



## How often do the vowel rules work?

### A The Two Vowel Rule

When there are two vowel letters in a syllable:

1. The first vowel says its alphabet name.
2. The second vowel is silent.

cake tea ice cone cube

This rule works for many words, but not all. The chart below shows how often the Two Vowel Rule works. For example, the letters -ai- have the A<sup>y</sup> sound 95% of the time.

| How often does the Two Vowel Rule work?                         |                |  |   |
|---|----------------|--|---|
| Letters   | Sounds         | Percent of time*                       | Examples  |
| -ai-<br>-a- + final -e<br>-ay                                   | A <sup>y</sup> | 95%<br>89%<br>93%                      | rain, train, afraid<br>cake, came, ate<br>day, say, play                |
| -e at the end of words<br>-e- + final -e<br>-ee- and -ea-<br>-y | E <sup>y</sup> | 82%<br>32%<br>most of the time†<br>95% | he, me, she<br>Pete, athlete<br>tree, tea, please<br>city, money, lucky |
| -i- + final -e<br>-igh  | I <sup>y</sup> | 80%<br>100%                            | ice, time, fine<br>high, night, light                                   |
| -o- + final -e  | O <sup>w</sup> | 76%                                    | home, phone, alone  |
| -u- + final -e<br>-oo-  | U <sup>w</sup> | 94%<br>88%                             | cute, accuse, flute<br>room, choose, school                             |

\* Source: *A Survey of English Spelling*, Edward Carney, Routledge, London, 1994. These numbers refer to the percentage of times that this spelling produces this vowel sound, based on analyses of multisyllabic words.

† No figure given.

### B The One Vowel Rule

When there is only one vowel letter in a syllable:

1. The vowel letter does NOT say its alphabet name.
2. The vowel letter says its RELATIVE sound.

can pencil finger hot summer

This rule works for many words, but not all. The chart below shows how often the One Vowel Rule works. For example, the letter -a- has the sound A 91% of the time.

| How often does the One Vowel Rule work? |        |                  |                            |
|---|--------|------------------|----------------------------|
| Letter                                  | Sounds | Percent of time* | Examples                   |
| a                                       | A      | 91%              | has, cat, aspirin, answer  |
| e                                       | E      | 82%              | bed, message, medicine     |
| i                                       | I      | 93%              | his, big, simple, children |
| o                                       | O      | 74%              | stop, shop, problem        |
| u                                       | U      | 66%              | up, sun, butter, hundred   |

\* Source: *A Survey of English Spelling*, Edward Carney, Routledge, London, 1994. These numbers refer to the percentage of times that this spelling produces this vowel sound, based on analyses of multisyllabic words.

(Gilbert, 2002)

## Appendix

Table 10.1: Student diagnostic profile

|   |   |
|---|---|
| <b>LEARNER VARIABLES</b>  |   |
| <b>Background</b>   |   |
| Name: _____   | Age: _____ Length of residence: _____       |
| Native language: _____  | Other languages spoken: _____               |
| Education: _____  |   |
| Occupation: _____   |   |
| Is English used in the workplace? _____   |   |
| Frequency of use of English: _____  |   |
| English proficiency level: Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> |   |
| Standardized test scores: _____   |   |
| <b>General speaking habits</b>  |   |
| a Clarity:  | very intelligible — — — — — unintelligible  |
| b Speed:  | very fast — — — — — very slow               |
| c Loudness:   | easily heard — — — — — difficult to hear    |
| d Breath groups:  | too many pauses — — — — — not enough pauses |
| e Eye gaze:   | appropriate — — — — — inappropriate         |
| f Fluency:  | fluent — — — — — halting                    |
| g Voice:  | pitch range too narrow? voice too nasal?    |
| h Other: _____  |   |
| <b>Intonation</b>   |   |
| a Statement (final rising-falling)  |   |
| b Yes-No question (final rising)  |   |
| c Wh-question (final rising-falling)  |   |
| d Tag questions (final rising and final rising-falling)   |   |
| e Series (non-final rising)   |   |
| <b>Stress and rhythm</b>  |   |
| a Word level stress   |   |
| b Phrase / sentence level stress  |   |
| c Linking   |   |

You may make photocopies of this diagnostic profile for your own use, but please note that copyright law does not normally permit multiple copying of published materials.

(Avery, 1992)

## Consonants

| Consonant | Key Word   | Substitution | Omission | Articulation | Clusters | Linking | Rank |
|-----------|------------|--------------|----------|--------------|----------|---------|------|
| /p/       | Poland     |              |          |              |          |         |      |
| /b/       | Bolivia    |              |          |              |          |         |      |
| /m/       | Mexico     |              |          |              |          |         |      |
| /f/       | Finland    |              |          |              |          |         |      |
| /v/       | Vietnam    |              |          |              |          |         |      |
| /θ/       | Lithuania  |              |          |              |          |         |      |
| /ð/       | The U.S.   |              |          |              |          |         |      |
| /t/       | Tanzania   |              |          |              |          |         |      |
| /d/       | Denmark    |              |          |              |          |         |      |
| /s/       | Singapore  |              |          |              |          |         |      |
| /z/       | Zambia     |              |          |              |          |         |      |
| /n/       | Norway     |              |          |              |          |         |      |
| /l/       | Libya      |              |          |              |          |         |      |
| /r/       | Romania    |              |          |              |          |         |      |
| /ʃ/       | Bangladesh |              |          |              |          |         |      |
| /ʒ/       | Malaysia   |              |          |              |          |         |      |
| /tʃ/      | China      |              |          |              |          |         |      |
| /dʒ/      | Japan      |              |          |              |          |         |      |
| /k/       | Canada     |              |          |              |          |         |      |
| /g/       | Guyana     |              |          |              |          |         |      |
| /ŋ/       | Hong Kong  |              |          |              |          |         |      |
| /w/       | Wales      |              |          |              |          |         |      |
| /y/       | Yemen      |              |          |              |          |         |      |
| /h/       | Hungary    |              |          |              |          |         |      |

## Vowels (Key Words adapted from Finger 1985)

| Vowel | Key Word  | Substitution | Articulation | Length | Reduction | Linking | Rank |
|-------|-----------|--------------|--------------|--------|-----------|---------|------|
| /i:/  | green     |              |              |        |           |         |      |
| /ɪ/   | pink      |              |              |        |           |         |      |
| /eɪ/  | grey      |              |              |        |           |         |      |
| /ɛ/   | red       |              |              |        |           |         |      |
| /æ/   | black     |              |              |        |           |         |      |
| /aɪ/  | sky blue  |              |              |        |           |         |      |
| /aʊ/  | brown     |              |              |        |           |         |      |
| /ɔɪ/  | turquoise |              |              |        |           |         |      |
| /əʊ/  | purple    |              |              |        |           |         |      |
| /ʌ/   | mustard   |              |              |        |           |         |      |
| /ə/   | tomato    |              |              |        |           |         |      |
| /uə/  | blue      |              |              |        |           |         |      |
| /ʊ/   | wood      |              |              |        |           |         |      |
| /oʊ/  | yellow    |              |              |        |           |         |      |
| /ɔ/   | auburn    |              |              |        |           |         |      |
| /ɑ/   | olive     |              |              |        |           |         |      |

(Avery, 1992)

## Section 9

### Incomplete List of Resources

Chants for multiple pronunciation purposes in Jazz Chants for Children by

Carolyn Graham (some use songs and some do not)

ELLIS computer software program (adult material)

Fluency Assessment System of oral reading based on the ability to orally or silently with appropriate levels of word recognition, accuracy, phrasing, expression and good comprehension of text. Contact: Educational Service #3 in Omaha, Nebraska or <http://esu3.ishareinfo.org/fluency/> as found in Fluency Instruction by Rasinski et al, eds.

Learning Styles in the ESL/EFL Classroom, Joy M. Reid, ed. covers many cultural aspects of learning styles related to L1's and the countries from which the ELL's come

Pronunciation and Listening Comprehension activities, basic and intermediate levels in Clear Speech by Judy B. Gilbert (audio tapes and workbooks)

Pronunciation Power computer software program (useful for 1<sup>st</sup> grade through adult) <http://www.englishlearning.com>

20 Successful Speaking Activities and 10 Unsuccessful Speaking Activities in the Art of Teaching Speaking by Keith S. Folse (2-way speaking activities to keep conversations going, pp. 110-206)

Websites from Technology and Teaching ELL's by Mary Ellen Butler-Pascoe and Karin M. Wiburg on teaching oral communication skills:

"TESL/TEFL/TESOL/ESL/EFL/ESOL Links" <http://tselj.org/links/> self-study listening and pronunciation exercises and professional links

Dave's ESL Café Idea Cookbook <http://eslcafe.com>

The English Listening Lounge <http://www.englishlistening.com>

ESL Pronunciation Online. Okanagan University  
→ <http://www.faceweb.okanagan.bc.ca/pron>

Focus English:ESL Conversation Online

→ <http://www.focusenglish.com/conversationstarters/html>

Interesting Things for ESL Students <http://www.manythings.org>

English Listening Room <http://www.manythings.org/el/at>

American English Pronunciation Practice <http://www.manythings.org/pp/>

Learning Oral English Online <http://rong-chang.com/book/index/html>

Organization of African unity [www.oau-oua.org/](http://www.oau-oua.org/)

Randall's ESL Cyber Listening Lab <http://www.esl-lab.com/>

Virtual Language Center of Hong Kong Polytechnic University  
→ <http://vlc.polyu.edu.hk/>



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