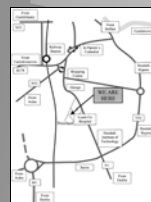
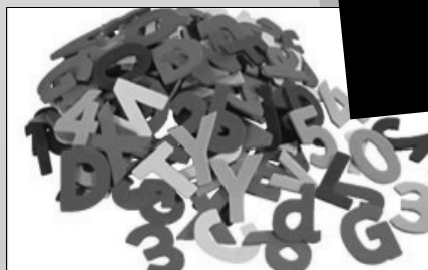


# Beginners'

# Before Speaking

with

# Pronunciation Principles



**THOUGHTS & INFORMATION FOR USERS IN A CATESOL WORKSHOP  
PREPARED & PRESENTED BY ARTHUR E. RUBIN & ELAINE KIRN-RUBIN**

## Affiliations:

- Los Angeles Community College District (West Los Angeles College, Language Arts)
- L.A. County Department of Children's & Family Services

## **GETTING STARTED**

Letters Vs. Symbols for Sounds; Names & Numbers

## **PART ONE, 1-3. TALK ABOUT THINGS**

Simple Vs. Complex Vowel Sounds & Spellings

## **PART TWO, 4-6. TALK ABOUT PLACES**

Syllable-Stress Patterns, Rhythm, Pitch, & Intonation

## **PART THREE, 7-9. TALK ABOUT PEOPLE**

Consonant Sounds & Clusters; Pausing Vs. Sound Linking

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# Outline of Thoughts & Information About Beginners'

## Before Speaking with Pronunciation Principles

### Questions to Think About:

- Why bother “teaching or learning” oral skills at all?
- What’s the point of all of this?
- How do you know if you’ve “succeeded”—(achieved your objectives)?

- I. Most General, Most Prevalent “Obstacles” to Overcome:
  - A. “Translation” = Holding On to What We Already “Know” About Language & Learning
  - B. “Fossilization” = Repeating & Imbedding the Ineffective Behaviors of the Past
- II. *What* to Teach in Oral Language Skills ( Pronunciation, Accent, Speaking, Listening )
  - A. Introduction: Letters, Symbols, Sounds, Syllables, Words, Phrases, Sentences
  - B. 16 Vowel Sounds & Spellings: *Where* in the Mouth, *How*, & *When* to Pronounce Them
    1. Simple Vowel Sounds: Lax, Pure, “Short,” One-Letter = æ ε ɪ ɑ ɔ ʌ (or ə) ʊ ɑ:(r) ɜ(r)
    2. Complex Vowel Sounds: Tense, Diphthongs, Letter Combinations = e<sup>y</sup> i<sup>y</sup> ɑ<sup>y</sup> o<sup>w</sup> u<sup>w</sup> ɑ<sup>u</sup> ɔ<sup>y</sup>
    3. Contrast in Stressed Vs. Unstressed Syllables (with Reduced Vowel Sounds)
    4. Vowel Lengthening (At the End of a Syllable Vs. Before a Voiced Vs. an Unvoiced Consonant Sounds)
  - C. Syllables, Syllable-Stress Patterns, Stress-Timed Rhythm, Pausing, Pitch, & Intonation
    1. Number of Syllables = Number of Stressed, Unstressed, and Reduced Vowel Sounds
    2. Syllable-Stress Pattern ( 1, 2a or 2b, 3a or 3b or 3c, 4a, 4b, 4c, 4d, etc. ) = Number of Syllables + Where to Put Primary, Secondary, or No Emphasis
    3. Stress-Timed Rhythm = “Regular” Emphasis on Content Words (Nouns, Verbs, Adjectives, Adverbs, Question Words, Relative Pronouns, Demonstratives, Negatives) Vs. Unstressed Function Words (Personal Pronouns, Possessive Adjectives, Articles, Conjunctions, Forms of *Be*, Auxiliary Verbs)
    4. Word Groupings with Pauses between Certain Words, Phrases, or Short Sentences
    5. Focus Points ( Syllables with Extra Stress ) within Word Groupings, for Emphasis or Contrast
    6. Pitch & Intonation (Falling Vs. Rising) = Jump Up, Step or Glide Down vs. Jump Up, Step or Glide Up
  - D. 24 Consonant Sounds & Spellings, Including Consonant Clusters (Combinations)
    1. Initial Consonants: Voiced b d g v ɔ z ʒ dʒ m n r l w y Vs. Voiceless p t k f θ s ʃ tʃ h
    2. “Stops” b p d t g k Vs. “Continuants” v f ɔ θ z s ʒ ʃ Vs. Other m ŋ r l h w y
    3. Medial Consonants, Including Palatized Sounds & Spellings z s ʒ ʃ dʒ tʃ
    4. Final Consonants, Including Consonant Clusters Formed by Added Grammatical Endings
  - E. Sound Linking: Consonant + Vowel, Vowel + Vowel, Consonant + Consonant, Palatization
  - F. Putting It All Together in Comprehensible, Meaningful, Expressive, Fluent Speech

### III. *How to Teach or Learn What You've Decided On*

- A. Preview or Survey *Beginners' Before Speaking with Pronunciation Principles*: 144-Page Text + Inbound Answer Key or Teachers' & Learners' Guide + three 70-Minute CDs
- B. Read or study the explanations in the *Pronunciation* sections
  1. Paraphrase (restate in your own words) what you've learned about oral language.
  2. Pay attention to—or get feedback on—your application of the principles in speaking and listening
- C. Make optimum use of correct, comprehensible, effective oral-language models
  1. Listen to CDs and/or skillful speakers; while focusing on meaning, repeat what you hear exactly.
  2. Compare what you said to the model; make necessary, helpful, or desirable adjustments
- D. Complete exercises and check your answers while focusing on the point.
  1. If you work alone, speak aloud. If you work together, listen well and help. (Learn by teaching.)
  2. Make use of what you're learning *as* you learn it. Review these items often; they will serve as useful examples of pronunciation principles, grammar patterns, vocabulary, etc.
- E. Try the *Challenge Activities* that make sense to you. Use your study time wisely.
  1. Study the explanations of language features—pronunciation, spelling, grammar, vocabulary, etc. Paraphrase them for yourself. Try to explain or teach them to someone else.
  2. On your own or with others, try some of the suggested activities. Feel free to do additional “research” on these topics and related ones. Share what you learn with someone else.
  3. Compare the language you created with the suggested responses in the Teachers' & Learners' Guide. These suggestions can be used for preparation, practice, and checking your own work.
- F. Go *beyond* the text and related materials to apply what you're learning to “real life.”

## Workshop Participant Information

*Please fill out and hand in this half-page form and take a “prize”—a free chapter of Beginners' Before Speaking with Pronunciation Principles, a Sample CD, etc.*

*Today's Date & Time:*

*Name of Conference / Location of Workshop*

*Your Name:*

*Your School or Organization:*

*Your Contact Information: Address, City, State, Telephone Number, e-Mail Address, etc.*

*Why did you choose to attend this workshop?*

#### IV. *How to Know When You've Achieved Your Objectives*

- A. After you preview or survey *Beginners' Before Speaking with Pronunciation Principles: 144-Page Text + Inbound Answer Key or Teachers' & Learners' Guide* + three 70-Minute CDs, discuss their organization and features. Make comments; ask questions.
- B. Some possible ways for learners to demonstrate progress or mastery of the information in *Pronunciation Sections* are [1] to summarize the explanations of pronunciation features in their own words, [2] to give relevant examples, and [3] to apply the principles in the context of speech and conversation.
- C. In addition to getting the correct answers to the items in the *Vocabulary Sections*, learners can best demonstrate mastery of this material by using these and similar words and phrases correctly—and comprehensibly—in appropriate contexts. The ability to make maximum use of an English learners' dictionary in vocabulary acquisition (pronunciation and usage) is another possible measure.
- D. In the *Conversation Sections*, the first measure of success is the clear, expressive (or at least comprehensible) reading aloud of the “scripts” of model *Conversation One* (and *Two*). A more significant measure is the ability to have comparable conversations. with correct, clear pronunciation, about similar topics—especially with vocabulary and phrasing that goes *beyond* that supplied in the text. Such exchanges are most indicative of success when participants are exchanging *real* information, telling their true thoughts, and engaging one another in genuine communication.
- E. Assessment of progress or mastery of the *Challenge Activities* sections is much more complicated. Let's think about those steps tomorrow.

*What are the most valuable concepts or information that you gained? What do you think you can do with this knowledge or experience?*

*What else might you need in regard to the topics, content, and/or methodologies of this workshop?*

*What other comments or questions do you have for the presenters?*