

"No One Understands Me"



---

---

---

---

---

---

---

---

"But, I am speaking English"



What creates disconnection for ELL's?

---

---

---

---

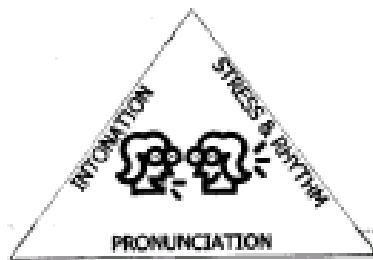
---

---

---

---

Intelligible Speech



---

---

---

---

---

---

---

---

## Pronunciation

- Involves position of lips, tongue, teeth, jaw
  - Can be difficult because of using new muscles
  - Unfamiliar sounds: initial, medial, final
  - Air: voiced or voiceless
- pronunciation can be further complicated by the spelling of certain sounds

---

---

---

---

---

---

---

---

How do you pronounce:

"g-h-o-t-i"

(some fun-compliments of George Bernard Shaw)

---

---

---

---

---

---

---

---

It's pronounced: "fish"



- How can that be?
  - <gh> = /f/ as in "cough"
  - <oo> = /j/ as in "women"
  - <ss> = /j/, as in "vacation"
  - F-I-SH

---

---

---

---

---

---

---

---

- Confusing relationship between spelling and pronunciation
  - <C> = /k/ /k/
  - <gh> <ph> <f> = /f/
  - <s> = /s/ /z/
  - <sh> <ch> <c> <t> = /ʃ/
  - 26 letters = 22 vowel sounds and 24 consonant sounds (IPA Chart)
- Spelling should be an important component of any pronunciation instruction
  - Homophones (to, too, two)
  - Homonyms (read/reed, close/close)

---

---

---

---

---

---

---

---

- ### Stress and Rhythm
- the "music" and "meaning" of English is created by:
    - **Word Stress**
      - stressed syllable in multi-syllable words not consistent
        - Medical, historian
        - education, laptop, systemen
    - **Sentence Stress**
      - **stress-timed** language: English
        - Content words are stressed, this creates a "beat"
        - Function words are NOT stressed
        - Misplaced stress throws the listener off
      - **Syllable-timed** languages: Spanish, French, Italian, German
        - Syllables are, more or less, of equal duration
        - EFL learners LI is syllable-timed struggle with the stress and rhythm of English sentences

---

---

---

---

---

---

---

---

- **Content Words** → stressed
  - Nouns: kitchen, Peter
  - (most) principle verbs: visit, construct
  - Adjectives: beautiful, interesting
  - Adverbs: often, carefully
- **Function Words** → unstressed, reduced
  - Determiners: the, a, some, a few
  - Auxiliary verbs: don't, am, can, were, could
  - Prepositions: before, next to, opposite
  - Conjunctions: but, while, as
  - Pronouns: they, she, us

---

---

---

---

---

---

---

---



## Listen to the Music

I want to go to the store.

I want to go to the store after work.

I want to go to the store after work to buy milk.

we cram our unstressed syllables together, in between the stresses, in such a way that the stresses occur at more or less regular time intervals

---

---

---

---

---

---

---

---

- The beautiful mountain appeared transfixed in the distance. (14 syllables)
- He can go on Sundays as long as he doesn't have to do any homework in the evenings. (22 syllables)
- The beautiful mountain appeared transfixed in the distance.
- He can go on Sundays as long as he doesn't have to do any homework in the evenings.

---

---

---

---

---

---

---

---

## Intonation: When to Rise and Fall

- I want to go to the store after work to buy milk .

- Neutral sentence stress: sharing information
- Stressed words receive higher pitch
- Pitch also rises and then falls on last stressed word or syllable

---

---

---

---

---

---

---

---

- I want to go to the store after work to buy milk.
  - Changed/repeated stress alters meaning
  - Communicates "underlying" meaning or emotion
  - Can create communication breakdown for ELL's
- I want to go to the store after work to buy milk.
- I want to go to the store after work to buy milk.
- I want to go to the store after work to buy milk.

---

---

---

---

---

---

---

---

### Information Questions

- falling intonation
  - falls on last stressed word or syllable
- What time is the party?
- How much is tuition?
- When did she go to the store?

---

---

---

---

---

---

---

---

### Yes/No Questions

- Yes/No questions: rising intonation
  - Intonation rises on last stressed word or syllable
- Is the party at 6:00?
- Did he come home on Tuesday?

---

---

---

---

---

---

---

---

## Tag Questions

- It's time to go, isn't it?

- It's time to go, **isn't it?**

- Statement: falling intonation
- Tag:
  - Rising intonation if speaker is unsure listener will agree
  - Falling intonation if speaker is sure listener will agree



---

---

---

---

---

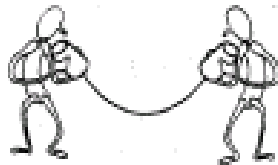
---

---

---

## Intelligible Speech

- "Connection" happens when ALL of these are shared
  - Pronunciation (sound production)
  - Stress and Rhythm
  - Intonation



---

---

---

---

---

---

---

---