

# ***Pronunciation Strategies for Adult Learners***

**First Literacy  
January 26, 2018**



COMMONWEALTH LEARNING CENTER

## **Session Description**

- In this session, attendees will learn strategies to improve students' pronunciation, decoding, and spelling of regular pattern English words.
- Learning outcomes:
  - Differentiate voiced from voiceless consonant sounds
  - Discriminate all vowel sounds in English by their tongue placement in the mouth
  - Identify the 6 syllable types in English and how this knowledge can improve accuracy in decoding and spelling
  - Explore activities to practice skills in the adult learner classroom

## Voiced/Voiceless Sounds



**Voiced sounds:** speech sounds made when the vocal cords are vibrating.

**Voiceless sounds:** speech sounds made when the vocal cords are not vibrating.

## English Consonant Pairs

- There are **8** pairs of voiceless/voiced consonant sounds in English.
- The two sounds in each pair are made the same way in the mouth. The only difference is the vibration on one of the sounds.

**/p/ - /b/**

**/f/ - /v/**

**/t/ - /d/**

**/k/ - /g/**

**/θ/ - /ð/ (*bath/bathe*)**

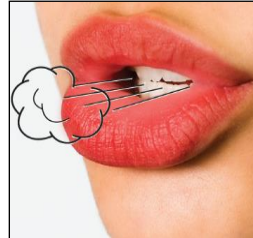
**/s/ - /z/**

**/ʃ/ - /ʒ/ (*measure*)**

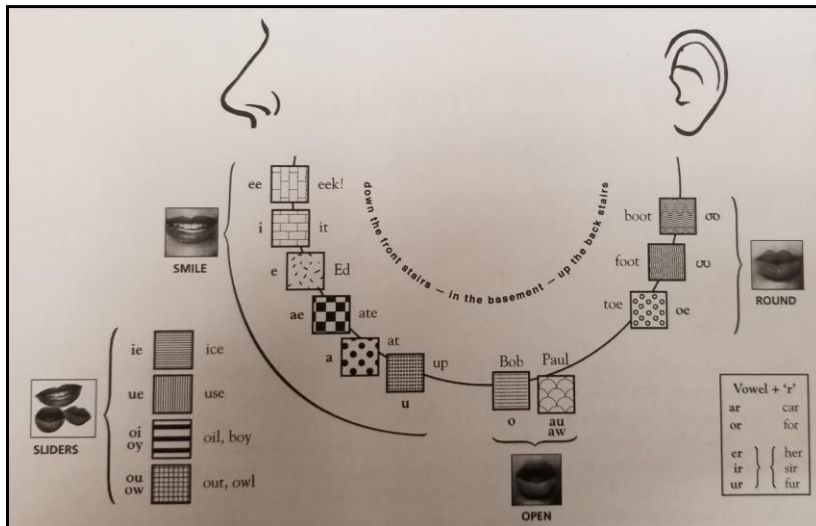
**/ç/ - /j/**

- Even with lip reading, it is difficult to distinguish minimal pairs in words such as *pin/bin*, *dog/dock*, *batch/badge* when the student has auditory processing difficulties.

## /sh/ and /ch/



## English Vowel Sounds



(Lindamood® Vowel Circle)

## 6 Syllable Types in English

### **Closed**

Has one vowel closed in on the end by one or more consonants.  
The vowel sound is short.

Examples: *in, off, mat, next, plant, rush, nap/kin*

### **Vowel-consonant-e (Silent E)**

Has a vowel-consonant-silent e pattern.  
The e makes the vowel sound long.

Examples: *make, line, slope, mule, Steve, in/vite*

### **Open**

Ends in one vowel.  
The vowel sound is usually long.

Examples: *re, pro, we, fu, li, she, so/lo, (pre/vent)*

### **R-Controlled**

Has one vowel followed by R; the vowel sound is controlled by the R.

Examples: *horn, card, her, bird, burst, for/get, tar/nish*

### **Vowel Team**

Has two vowels together; they make a special vowel sound.

Examples: *snail, tray, tree, speak, boat, sound, spoil, grew*

### **Consonant-LE**

Has a consonant followed by le. The e does not make a sound, but the syllable has a vowel sound. Consonant-le never comes at the beginning of a word.

Examples: *bu/gle, ruf/fle, mar/ble, puz/zle, sim/ple, spar/kle*

## Why Teach Syllables?

**it**  
**itemize**



- Knowing how to read *it* does not mean you can read *itemize*.
- Recognizing syllable patterns and where to break words into syllables helps you read the vowel sound correctly.

## Syllable Division: VC/CV Pattern

- Steps:
  - Underline the vowels; mark V on top of them.
  - Look *between* the vowels; mark C on top of the consonants.
  - Divide between the Cs.
  - Read each syllable.

vc/cv  
**nap/k<sup>v</sup>in**

## Practice

cactus

tonsil

candid

hamlet

submit

gospog

indent

bandit

gossip

quintet

suspend

shimlub

## VC/CV Pattern w/Silent e

- Steps:
  - Underline the vowels; mark V on top of them; cross out the silent e.
  - Look *between* the vowels; mark C on top of the consonants.
  - Divide between the Cs.
  - Read each syllable.

vc/cv

in/vite

## Practice



confuse

dictate

inhale

stampede

invade

mandate

welfare

costume

dispute

mundane

wepmire

fudleme

## VC/CV division pattern works with r-controlled vowels too

harvest

morbid

forbid

corner

scarlet

sister

forlorn

border

murmur

former

curler

garnet

## Accented syllable

Sample words that can be nouns or verbs depending on where the stress is placed:

convict

subject

permit

suspect

conduct

contest

combine

conflict

object

combat

## Contest

- Did the man contest his parents' will?
- Did the man win the pie eating contest?



## Vowel teams

- Steps:
  - Underline the vowels; mark V on top of them. Put one V for a team.
  - Look *between* the vowels; mark C on top of the consonants.
  - Divide between the Cs.
  - Read each syllable.

vc/cv

**canteen**

## Practice

harpoon

treatment

flounder

dreamlike

cartoon

contain

enjoy

## Syllable Division: V/CV Pattern

- Steps:
  - Underline the vowels; mark V on top of them.
  - Look *between* the vowels; mark C on top of the consonant.
  - Divide after the first vowel.
  - Read each syllable.

v/cv

ra/ven

pro/|file

ve/to

## Practice



unit

final

vocal

rodent

crisis

feline

lotus

tirade

ozone

silent

flatap

glopine

## Consider V/CV

raven

robin



- Divide after the first vowel so that the first syllable is open; ~80% of the time this is the case. *ho/tel, ha/lo, mu/sic, e/ject, spi/der, ba/by*
- If it doesn't sound right, divide after the middle consonant as in *rob/in, riv/er, cab/in*

## Consonant-le syllable type

\*Count back three and cut:

middle

staple

purple

giggle

bugle

sparkle

fumble

maple

chortle

paddle

trifle

gargle

## **Dividing 3 syllable words**

compensate

Atlantic

important

propeller

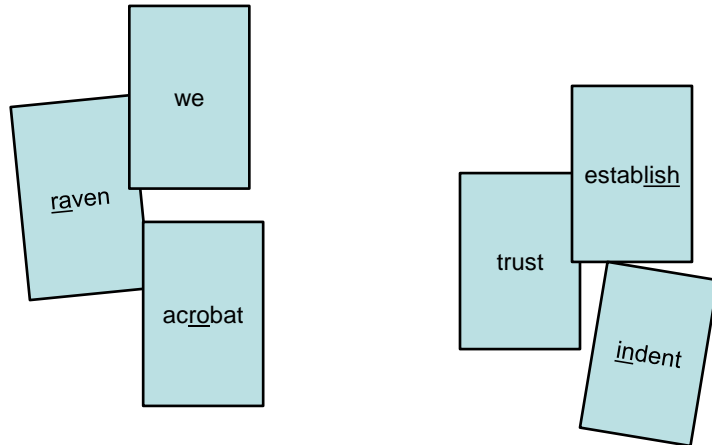
acrobat

fantastic

## **Some ways to practice in class**

- Sorting flashcards by syllable type
- UNO
- Flip cards
- Division practice – divide and sort the detached syllables

## Categorizing by Pattern



## Flip cards

- This is a half-step before syllable division.
- Write one syllable on each side of the card and flip it for blending.

**pro**

**mote**

## Divide the words and sort the syllables

ra/ven    chortle    alcove    abrogate  
 umpire    cartoon    farmer    bugle  
 mistake    forlorn    solo    puzzle  
 eagle    needle    outlaw    feline

Closed	Silent e	Open	Vowel team	R-controlled	Consonant - le
<i>ven</i>		<i>ra</i>			

## UNO

pro  
3

seaf    fum    port    sti    -ple  
 1    4    3    2    6

**Objective:**

To recognize and read all six syllable types

**How to play:**

Deal 5 cards to each player. Leave remaining cards face down in the center of the table. \*Turn one card over face up. The first player is up. On top of the card in the middle of the table, he/she places a card from his/her hand that either has the same syllable type or the same number. He/she reads the word. If the player does not have a matching card, he may play an UNO, Skip, or Pick2 card if he/she has one. If an UNO card is played, that player may change the syllable type and number and announce it to the other players. If the player has no card to play, he/she picks a card from the pile.

Take turns. The winner is the player who has no cards left in his/her hand.

**Thank you**

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