Pronunciation Strategies for Adult Learners

First Literacy
January 26, 2018

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/   /t/-/d/   /s/-/z/   /f/-/v/   /k/-/g/   /th/-/th/ (bath/bathe)   /sh/-/zh/ (measure)   /ch/-/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
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/le*
Why Teach Syllables?

• 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.

  \[ vc/cv \]

  \[ nap/kin \]
## Practice

<table>
<thead>
<tr>
<th>cactus</th>
<th>indent</th>
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<tbody>
<tr>
<td>tonsil</td>
<td>bandit</td>
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<td>candid</td>
<td>gossip</td>
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<td>hamlet</td>
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<td>submit</td>
<td>suspend</td>
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<td>gospog</td>
<td>shimlub</td>
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## 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.

\[
\text{VC/CV} \\
\text{in/vite}
\]
<table>
<thead>
<tr>
<th>Practice</th>
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<tbody>
<tr>
<td>confuse</td>
<td>dictate</td>
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<td>inhale</td>
<td>stampede</td>
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<td>invade</td>
<td>mandate</td>
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<td>welfare</td>
<td>costume</td>
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<tr>
<td>dispute</td>
<td>mundane</td>
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<td>wepmire</td>
<td>fudleme</td>
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**VC/CV division pattern works with r-controlled vowels too**

<table>
<thead>
<tr>
<th>harvest</th>
<th>morbid</th>
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<tr>
<td>forbid</td>
<td>corner</td>
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<td>scarlet</td>
<td>sister</td>
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<td>murmure</td>
<td>former</td>
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<td>curler</td>
<td>garnet</td>
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**Accented syllable**

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

- convict
- contest
- subject
- combine
- permit
- conflict
- suspect
- object
- conduct
- combat

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**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.

  \[ \text{vc/cv} \]

  **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.

  \[ \text{v/cv} \]
  
  \[ \text{ra/ven} \]
  
  \[ \text{pro/file} \]
  
  \[ \text{ve/to} \]

**Practice**

- unit
- vocal
- crisis
- lotus
- ozone
- flatap

- final
- rodent
- feline
- tirade
- silent
- 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. *hotel, *halo, *music, *eject, *spider, *baby

• If it doesn’t sound right, divide after the middle consonant as in *robin, *river, *cabin

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

<table>
<thead>
<tr>
<th>Closed</th>
<th>Silent e</th>
<th>Open</th>
<th>Vowel team</th>
<th>R-controlled</th>
<th>Consonant - le</th>
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UNO

pro 3
seaf 1
fum 4
port 3
sti 2
-ple 6

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**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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