

Multimodal Feedback: Identifying the Sounds of English

Visual and Auditory Feedback

- Teach the vocabulary: *lips, teeth, tongue, throat,* and *jaw*.
- Ask students to look at your face when you model pronunciation. “Which parts move?” (lips, jaw, tongue, teeth).
- Students look at their own mouths in phones. They imitate your expressions.

Consonants:

- Students look at their mouths (not whole face) in mirror/phone:
 - The tongue of the unvoiced th- in “thanks”
 - The lips meeting in the sound of m, p, and b
 - The teeth on the lower lip with v and f

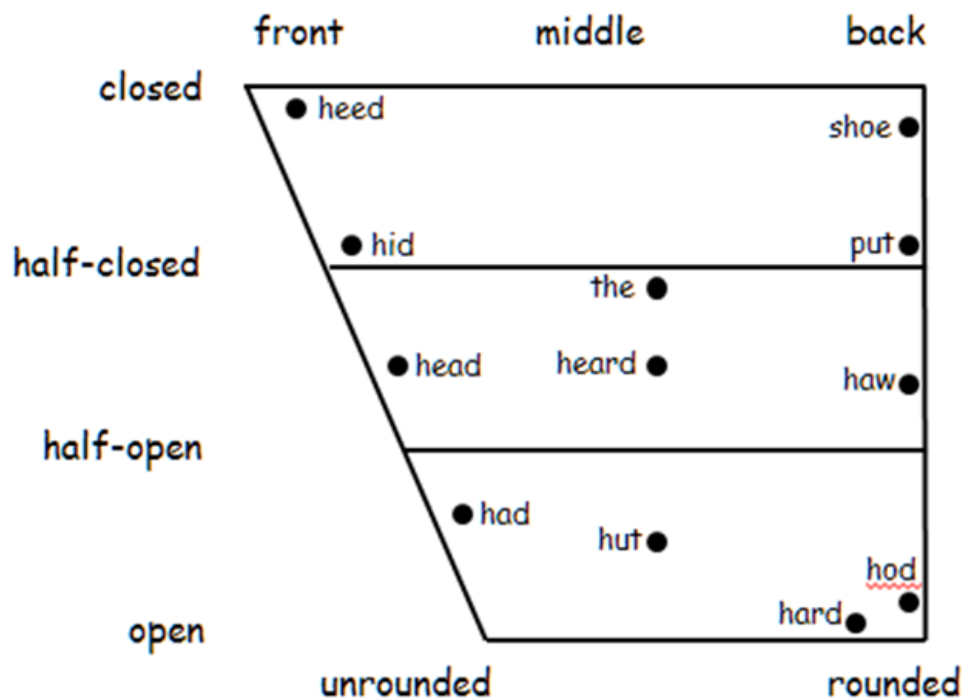


- Give visual and auditory feedback, repeat the sound students are making and then produce the target sound. For example:
 - Student: *ban*
 - Teacher: You say *ban*. I say *van*. What is different?

Visual and Auditory Feedback

Vowels

- Establish the two axes along which vowels are formed in the mouth:
front– back
high – low.
- Give visual and auditory feedback, repeat the sound students are making and then produce the target sound. For example:
Student: *eet*
Teacher: You say *eet*. I say *it*.
Is *it*, **high** or **low**? Is it in the **front**, **middle**, or **back**?



Physical Feedback

Paper Strips

- Students hold up thin strips of paper in front of their mouth to practice pronouncing the sounds that correspond to: p, ch, and initial t's. The paper should bend with the burst of air.

chop ↔ shop

pill ↔ bill

tear ↔ dear

Hands on Throat or Ears Plugged

- With their hands on throats or ears plugged, students should hear a deep vibration, with (voiced) sounds and no vibration with unvoiced sounds

	Voiced	Unvoiced
1.	Zoo	Sue
2.	that	thanks
3.	vat	fat
4.	bat	pat
5.	cut	gut
6.	think	thing
7.	do	two