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 $\leftrightarrow$ shop
  - pill $\leftrightarrow$ bill
  - tear $\leftrightarrow$ 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

<table>
<thead>
<tr>
<th>Voiced</th>
<th>Unvoiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Zoo</td>
<td>Sue</td>
</tr>
<tr>
<td>2. that</td>
<td>thanks</td>
</tr>
<tr>
<td>3. vat</td>
<td>fat</td>
</tr>
<tr>
<td>4. bat</td>
<td>pat</td>
</tr>
<tr>
<td>5. cut</td>
<td>gut</td>
</tr>
<tr>
<td>6. think</td>
<td>thing</td>
</tr>
<tr>
<td>7. do</td>
<td>two</td>
</tr>
</tbody>
</table>