



Introduction

Purpose

The Choral English College (CEC) Pronunciation Guide is a well planned and structured reference tool for the **Sounds-Letters-Words!** Program, which is part of the Choral English College English Course. However, the Guide has been written in such a way that it may also be used as a general reference guide for the teaching of English sounds to young Korean students in contexts other than the Choral English College courses.

The Guide is comprehensive with detailed information for pronunciation and the systematic practice of English words when teaching Korean students. It has been written, exclusively, for Korean students of English. It has necessary technical information in addition to practical suggestions for the teacher. The technical and practical information has been reviewed and enhanced by experts in the area of English language acquisition.

Glossary

The Guide also provides a glossary of terms. The glossary enables the class teacher to quickly identify the applicability of a term used within the Guide and the **Sounds-Letters-Words!** teaching modules. It also provides examples of words that illustrate the term being used.



Phonemes and Graphemes Tables

Easy to read tables which detail the phonemes and graphemes used in the actual **Sounds-Letters-Words!** teaching modules are found at the end of the Pronunciation Guide. Again, the relevance to the **Sounds-Letters-Words!** teaching program is obvious but these tables stand alone as another useful reference point in teaching the English phonemes and graphemes.

The Pronunciation Guide

Some of the key features of the actual Pronunciation Guide includes information about the:

- * actual phoneme
- * possible grapheme representation of the phoneme
- * word initial and final positions (where appropriate)
- * relevant International Phonetic Alphabet symbols and the corresponding CEC representation
- * diagrammatic representation of the sound when it is made
- * contrasts between particular phonemes (where appropriate)
- * explanations of sounds which may cause confusion and difficulty for the Korean speaker

Two other important features are the *pronunciation* and *practice* tips. These tips are invaluable for the class teacher.

Used in conjunction with the **Sounds-Letters-Words!** program the Pronunciation Guide has its full relevance but its further application as a reference tool for teaching English to Korean students, generally, is equally as pertinent.



/f/ 'f' [fish]

/f/ 'f' (fish)

/f/ in word-initial position

There is no /f/ in Korean and it is quite likely that some students may instead produce /pH/ in word-initial position, causing words such as 'fan' to sound more like 'pan'. However, Korean students should be able to produce /f/ successfully after some training. Therefore, ask students to observe carefully the articulation of a few words with /f/ in word-initial position and imitate. Emphasis should be given to the position of upper front teeth on the lower lip. The use of minimal pairs such as *fin* vs. *pin*, *fan* vs. *pan*, *file* vs. *pile* would help the learners acquire the English /f/ sound.

/f/ in word-final position

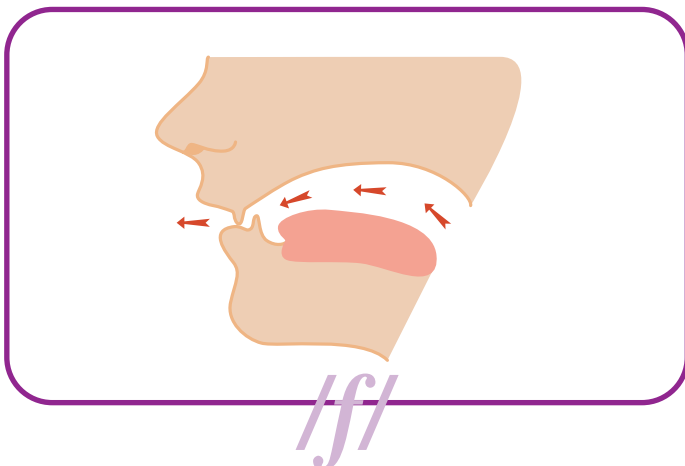
English /f/ in word-final position is quite likely to be mispronounced as /pH/ by Korean speakers, causing words such as 'cough' to sound more like 'cop'. However, as was the case with the word-initial /f/, Korean students should be able to produce /f/ successfully after some training. Therefore, ask students to observe carefully the articulation of a few words with /f/ in word-final position and imitate. The use of minimal pairs would help learners acquire the English /f/ sound in word-final position, e.g. cough, cop; leaf, leap; sniff, snip.

Pronunciation Tip:

The upper teeth are pressed against the lower lip as air is released.

Practice Tip:

Pretend to be rabbits, putting the hands above the head like rabbit ears and with the front teeth sticking out over the bottom lip. Air is then blown through the teeth and lips, as you pretend to be rabbits.



/f/ vs. /v/ contrast

The Korean language lacks both /f/ and /v/ but the learners would not exhibit any difficulty in distinguishing English /f/ and /v/ in word-initial position because they will link these two sounds to two different Korean sounds: Korean /pH/ for English /f/ and either English /b/ or Korean /p/ for /v/. More attention should be paid to the Korean students' tendency to mix

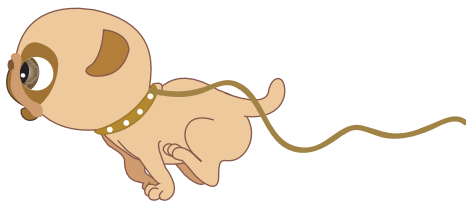


/v/ 'v' [volume]

/v/ 'v' (volume)

/v/ in word-initial position

There is no /v/ in Korean and it is quite likely that some students may pronounce English /b/ or Korean /p/ instead in word-initial position, causing words such as 'van' to sound more like 'ban' or 'pan' (without heavy aspiration). Unlike English /f/, Korean students seem to have difficulty in producing /v/ successfully, even after some training. Given that, English /v/ should receive more attention, students should be given extensive training on this sound, especially highlighting the position of the upper front teeth on the lower lip as well as the voicing aspect. Given the tendency for the learners to produce /v/ with a stop sound (i.e. either /b/ or Korean /p/), ask students to observe carefully the articulation of a few words with /v/ in word-initial position and imitate as much as possible. The use of minimal pairs such as *van* vs. *ban*, *vet* vs. *bet*, *vote* vs. *boat* would help the learners acquire the English /v/ sound.



up /f/ with Korean /pH/ and /v/ with English /b/ or Korean /p/. Therefore, practice materials should highlight the manner of articulation difference (i.e. between fricative /f/ and /v/ on the one hand and stop sound such as Korean /pH/, English /b/ and Korean /p/. The minimal pairs suggested for /f/ and /v/ above would be a good starting point.

/v/ in word-final position

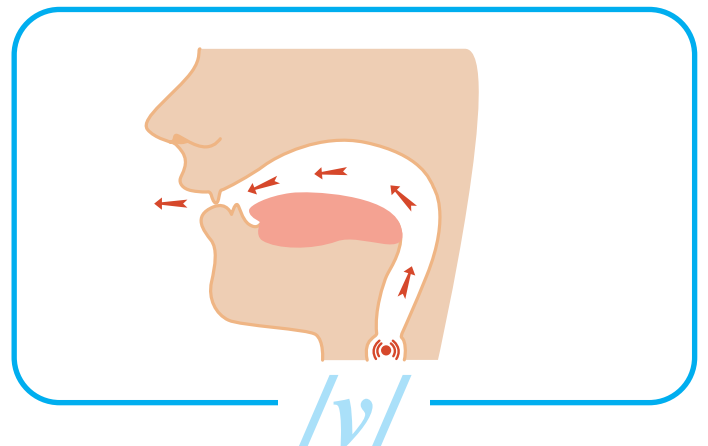
English /v/ in word-final position is quite likely to be mispronounced as /b / 'bu' or Korean /p / 'pu' (i.e. with epenthetic vowel) by Korean speakers, causing words such as 'leave' to sound more like 'leabu'. As was the case with the word-initial /v/, Korean students require a considerable amount of training before producing /v/ successfully in word-final position. Therefore, ask students to observe carefully and imitate the articulation of a few words with /v/ in word-final position. The use of minimal pairs such as *lip* vs. *live*, *leap* vs. *leave*. would help the learners acquire the English /v/ sound in word-final position.

Pronunciation Tip:

The production of this sound is identical to that of the 'f' sound, the only difference being that the voice is activated.

Practice Tip:

Begin by practicing the 'f' sound and then direct the students to put their hands on their throats to feel their voice boxes in vibration, as they activate their voices to produce the 'v' sound. Compare this feeling when making the 'f' sound.



Example



Phonemes & Graphemes

MODULE 11

IPA	CEC Representation	Grapheme	Example
/dʒ/	'j'	dge	badge
/f/	'f'	ph	phonecard
		f	five
/ɔər/	'or'	ore	bore
		oar	soar
		ar	warm
/ɛər/	'air'	air	fair
		are	share
/ə/	'o'	o	shop
		a	swap
		u	result
		au	fault
/ʊ/	'oo'	oul	would
/u/	'oo:'	oo	kangaroo
		o	do
		o-e	choose
		u-e	refuse
		ew	few
		ou	you
		o	who
/a/	'I'	igh	fight
		i-e	bite
		eigh	height
/v/	'v'	v	violin
/s/	's'	s	smile
		ce	face
/l/	'l'	el	level
/ɜ/	'er'	or	worst
		ir	first
		ur	curve
		er	her
		ear	learn
		er	verse
/z/	'z'	x	xylophone
	'gz'	x	exam
/ɪər/	'ear'	ere	severe
/ə/	'o'	oul	soul