/prəˌnʌnsiˈeɪʃən/

+ S-P-E-L-L-I-N-G

ricardocezar
TEACHER EDUCATION


ricardocezar
TEACHER EDUCATION
WHERE ARE YOU NOW?

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION

THIS IS A *GHOTI*.

George Bernard Shaw



ricardocezar
TEACHER EDUCATION

THIS IS A *GHOTI*.

George Bernard Shaw

tough	/tʌf/
women	/wɪmɪn/
notion	/noʊʃən/



ricardocezar
TEACHER EDUCATION


apple /æ/
father /ɑː/
ricardocezar
TEACHER EDUCATION



city /s/
can /k/

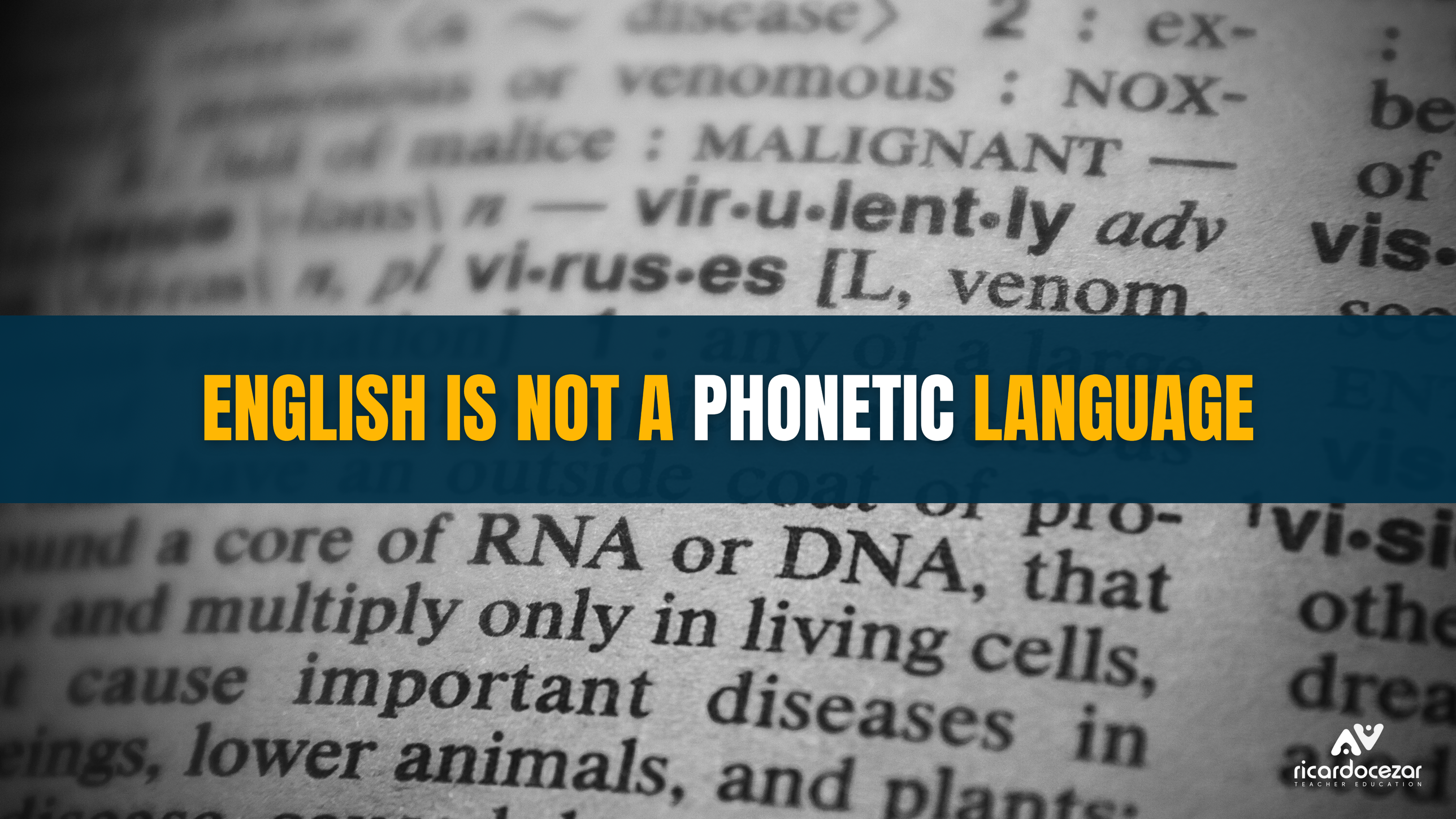
ricardocezar
TEACHER EDUCATION

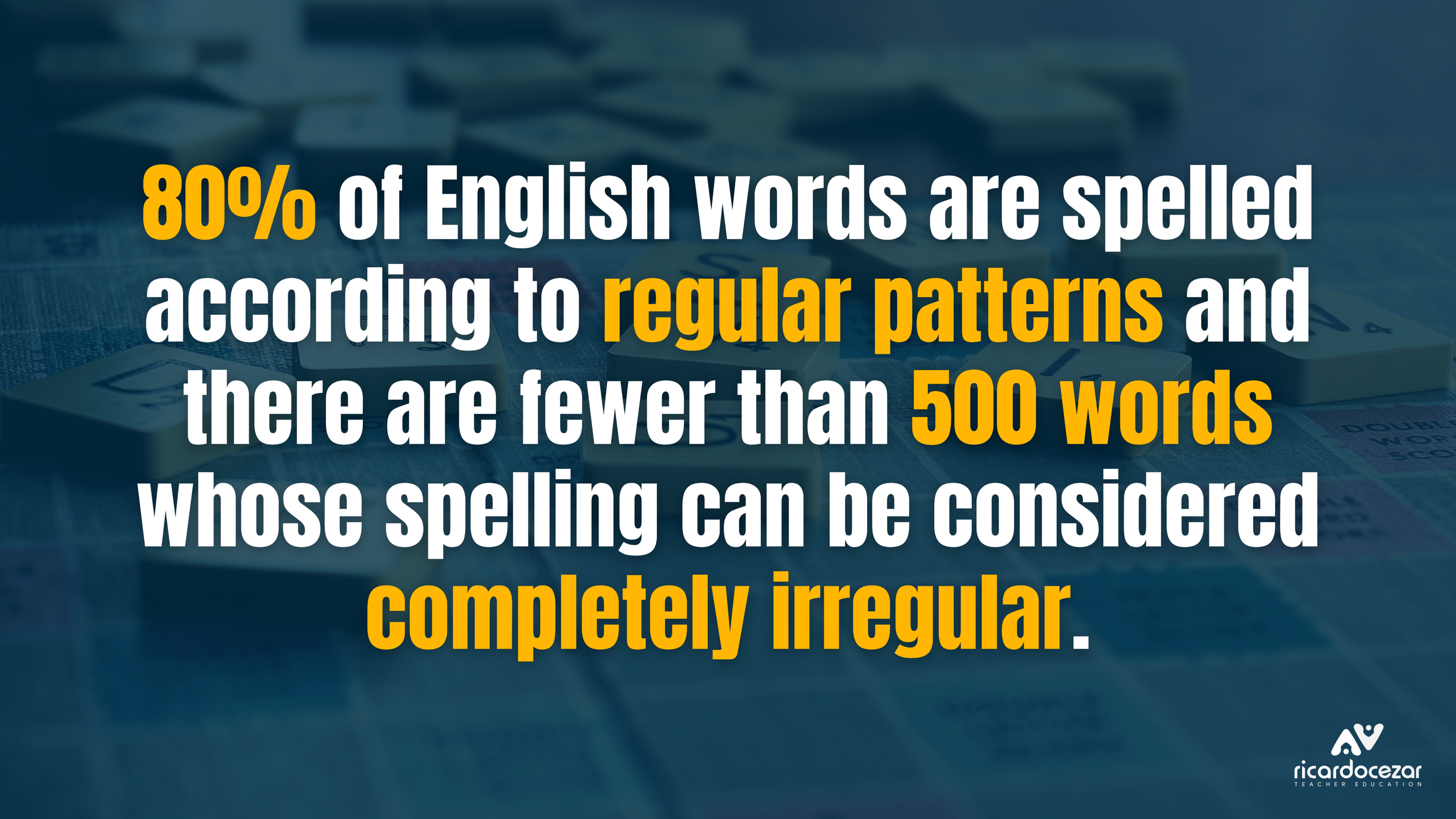


put / book / could

/ʊ/

ricardocezar
TEACHER EDUCATION


ENGLISH IS NOT A PHONETIC LANGUAGE
vir·u·lent·ly adv
vi·rus·es [L, venom,
core of RNA or DNA, that
multiply only in living cells,
cause important diseases in
lower animals, and plants;
ricardocezar
TEACHER EDUCATION



ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION

FEATURE 1

THE ENGLISH WRITING SYSTEM IS ALPHABETIC

ricardocezar
TEACHER EDUCATION

FEATURE 1

THE ENGLISH WRITING SYSTEM IS ALPHABETIC

single-valued ('d', 'p' and 'm') or multi-valued ('c')

ricardocezar
TEACHER EDUCATION

FEATURE 2

A 'ROOT' OR 'BASE' IS ALWAYS SPELLED THE SAME

ricardocezar
TEACHER EDUCATION

FEATURE 2

A 'ROOT' OR 'BASE' IS ALWAYS SPELLED THE SAME

sign - signal

ricardocezar
TEACHER EDUCATION



photogravure

ricardocezar
TEACHER EDUCATION



ricardocezar
TEACHER EDUCATION

Pronunciation of ED

The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/id/

T	wanted
D	needed

Voiced Sound
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P	helped
K	looked
SH	washed
CH	watched
GH	laughed
TH	breathed
SS	kissed
C	danced
X	fixed

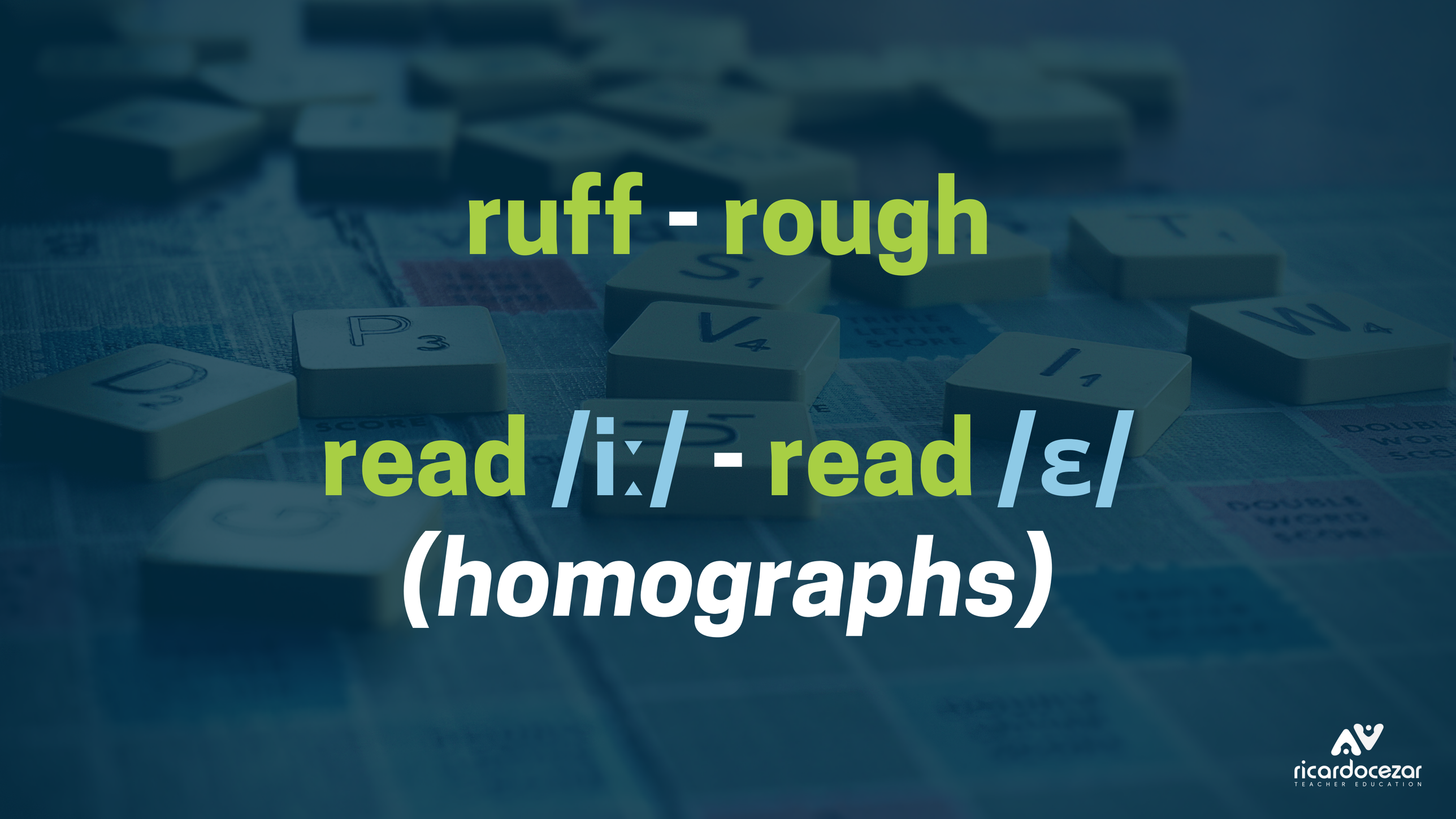
VOICELESS

/d/

L	called
N	cleaned
R	offered
G	damaged
V	loved
S	used
W	followed
Y	enjoyed
Z	amazed

VOICED

ricardocezar
TEACHER EDUCATION

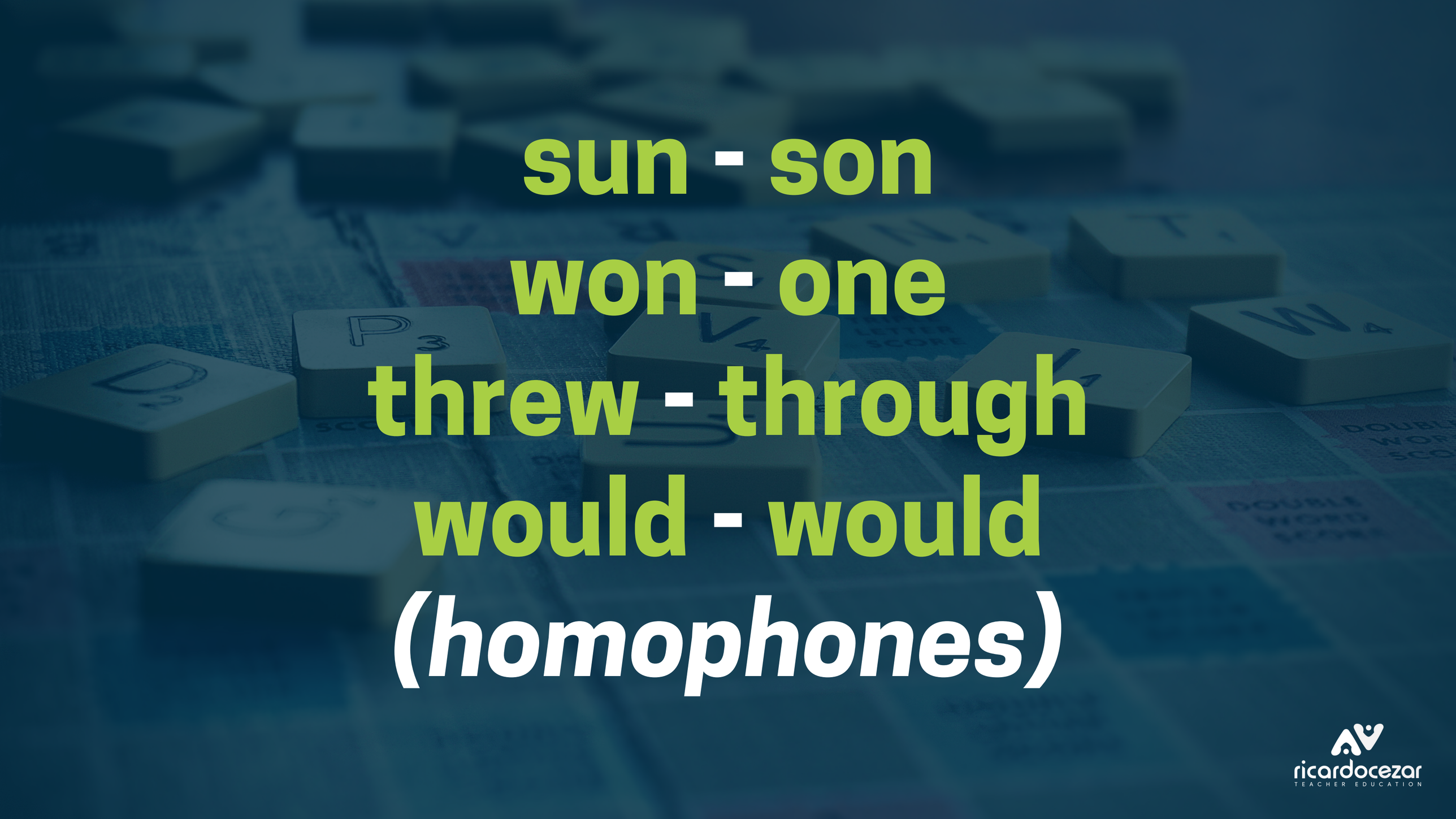


ruff - rough

read /iː/ - read /ɛ/

(*homographs*)

ricardocezar
TEACHER EDUCATION



ricardocezar
TEACHER EDUCATION

FEATURE 3

SOME SYMBOLS ARE COMBINATIONS OF TWO OR MORE LETTERS.

ricardocezar
TEACHER EDUCATION

FEATURE 3

SOME SYMBOLS ARE COMBINATIONS OF TWO OR MORE LETTERS.

Composite symbols

-ph- /f/: phase, physical, phone

-gh- /g/: ghost, ghoul

/Ø/: through

/f/: cough, enough

ricardocezar
TEACHER EDUCATION

FEATURE 4

SOME OF THE SYMBOLS SIGNAL SOMETHING ABOUT ANOTHER SYMBOL.

ricardocezar
TEACHER EDUCATION

FEATURE 4

SOME OF THE SYMBOLS SIGNAL SOMETHING ABOUT ANOTHER SYMBOL.

Preceding vowel

Pete X pet

Preceding consonant

cage, ice

ricardocezar
TEACHER EDUCATION

FEATURE 5

POSITION AND SURROUNDING ARE EXTREMELY IMPORTANT

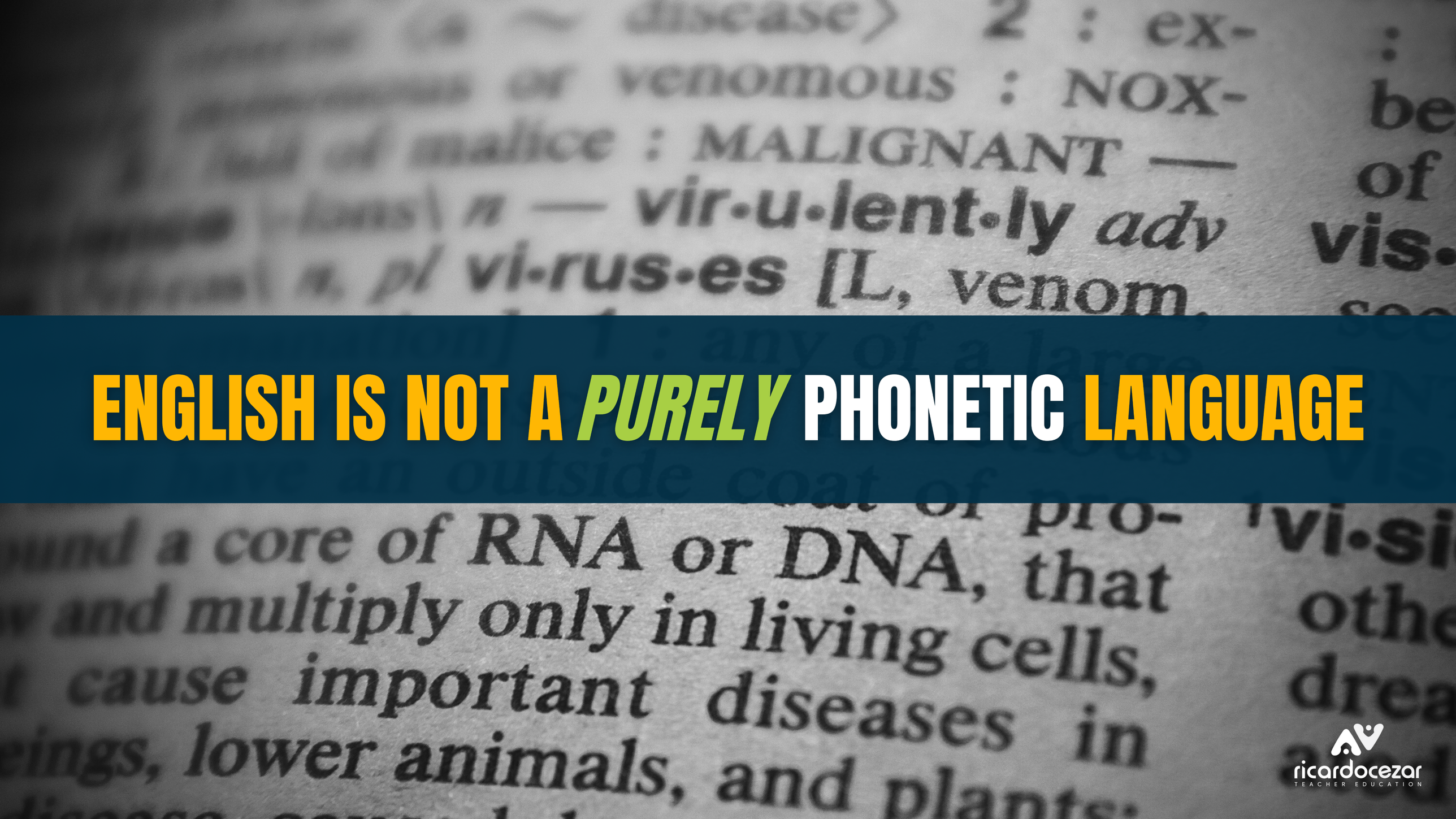
ricardocezar
TEACHER EDUCATION

FEATURE 5

POSITION AND SURROUNDING ARE EXTREMELY IMPORTANT

'-gh' as /f/ - only at the end of words
'Wh-' - only at the beginning of words
'-ng' - only at the end of words

ricardocezar
TEACHER EDUCATION


ENGLISH IS NOT A PURELY PHONETIC LANGUAGE
ricardocezar
TEACHER EDUCATION

ENGLISH WRITING REPRESENTS THE LANGUAGE AT TWO LEVELS AT THE SAME TIME

SOUND

UNITS OF MEANING

ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION

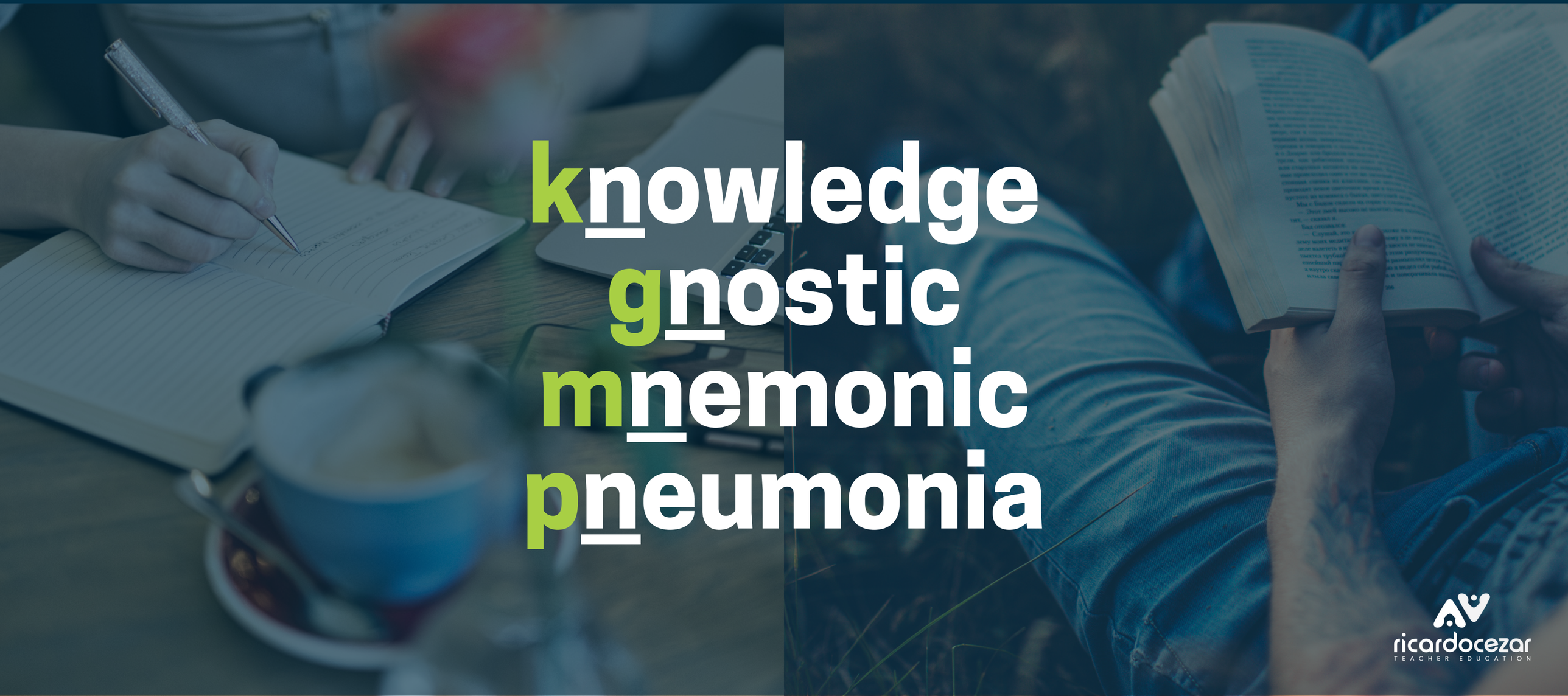
ENGLISH SPELLING AND READERS AND WRITERS





ricardocezar
TEACHER EDUCATION

ENGLISH SPELLING AND READERS AND WRITERS



k<u>n</u>owledge
g<u>n</u>ostic
m<u>n</u>emonic
p<u>n</u>eumonia

ricardocezar
TEACHER EDUCATION

HOW NATIVES AND NON-NATIVES SEE IT





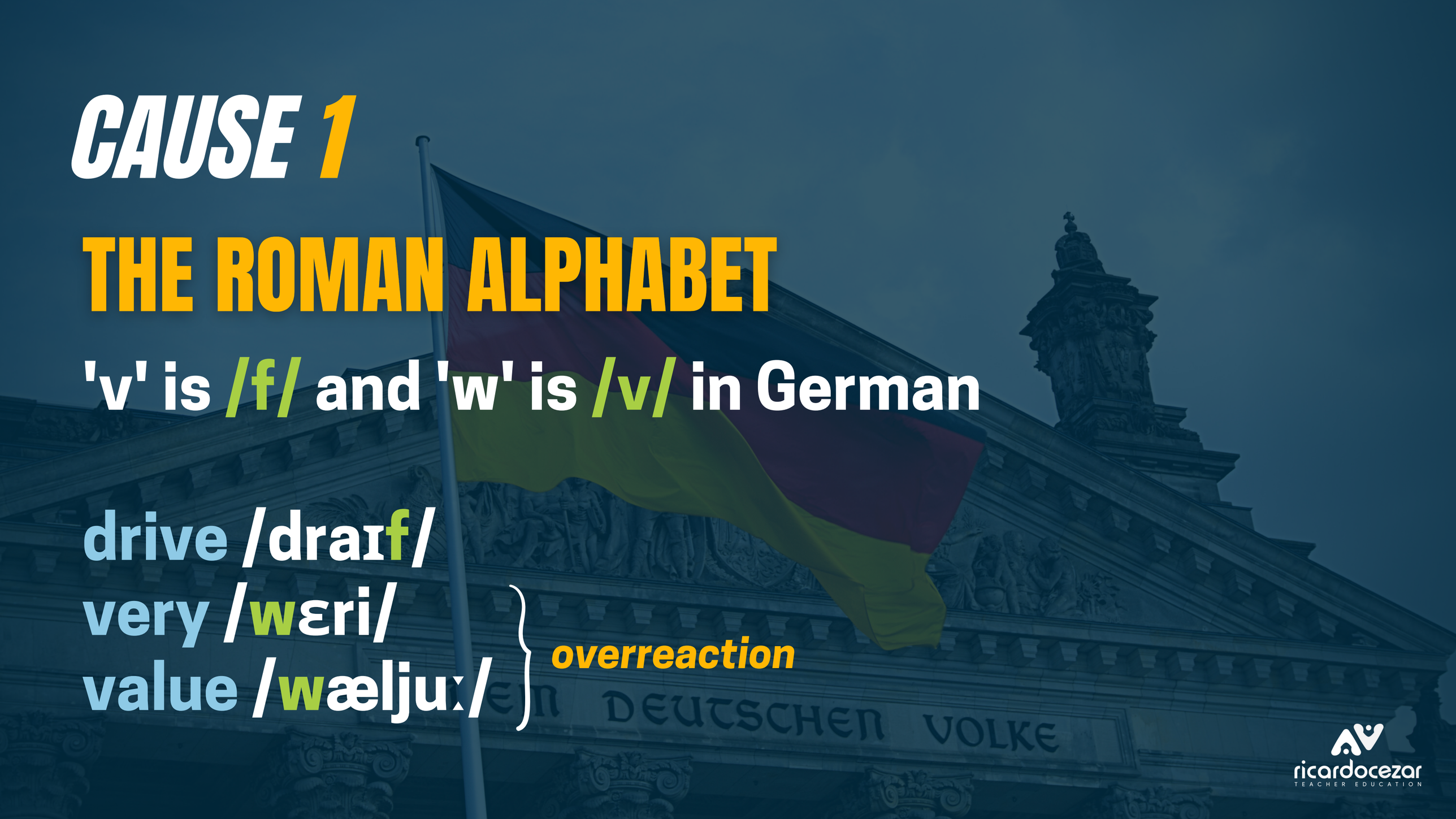
ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. **The causes of spelling problems**
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION



CAUSE 1

THE ROMAN ALPHABET

'v' is /f/ and 'w' is /v/ in German

drive /draɪf/
very /wɛri/
value /wælju:/

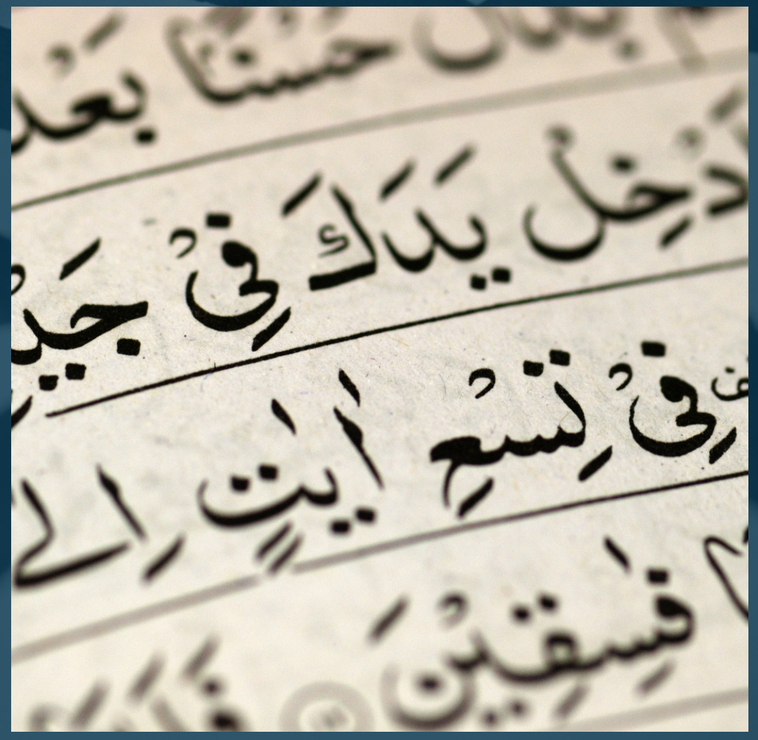
overreaction

ricardocezar
TEACHER EDUCATION

CAUSE 2

NON-ALPHABETIC SYSTEMS

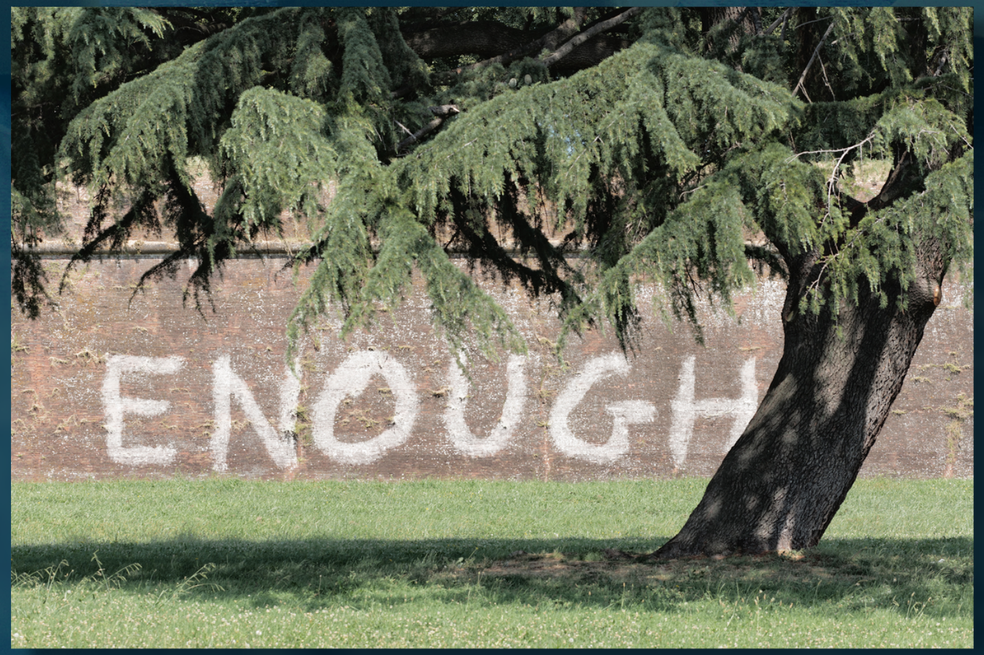




ricardocezar
TEACHER EDUCATION

CAUSE 3

THE ENGLISH SPELLING SYSTEM ITSELF



ricardocezar
TEACHER EDUCATION

CAUSE 4

PRONUNCIATION OF THE LEARNER





ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. **Rules and regularities of English spelling**
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION

IMPORTANT NOTIONS

vowels and consonants

affixes: prefixes and suffixes

syllables

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF SINGLE CONSONANT LETTERS

Letter	*Sound*	*Letter*	*Sound*
d	as in: do, bad	r	as in: right
f	as in: fun, half, before	v	as in: vision, live
j	as in: jet	x	as in: fix
m	as in: me, arm	y	as in: yet, yellow
n	as in: no, an, another	z	as in: zoo
p	as in: put, up	t	as in: to, put

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF SINGLE CONSONANT LETTERS

Letter	*Sounds*
b	as in: bad, job
	(but 'silent' in bomb, lamb, subtle)
h	as in: he, ahead
	h is pronounced when it occurs at the beginning of a stressed syllable with these exceptions: honest, hour, honour, heir
k	as in: kit
	(but silent in knee, knowledge)
l	as in: lip, crucial
	(but silent in would, could, should)
w	as in: weather, will
	(but silent in two, answer, write)

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF SINGLE CONSONANT LETTERS

Letter	*Sounds*
c	can be /k/ as in: cat or /s/ as in: city (also, rarely, the sound represented by 'ch' in 'church', for example 'cello')
g	can be /g/ as in: go or /dʒ/ as in: cage (also sometimes the sound represented by 's' as in 'pleasure' (/ʒ/) Examples are: garage, prestige, etc., but this varies from speaker to speaker.)

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF SINGLE CONSONANT LETTERS

Letters	*Sounds*
bb	as in: ebb
dd	as in: odd
ff	as in: ruff
gg	as in: egg or for the value /dʒ/: suggest and exaggerate
ll	as in: call
nn	as in: inn
pp	as in: stopping
rr	as in: purr
ss	as in: mass
tt	as in: putt
zz	as in: jazz
cc	as in: tobacco (but can be /ks/ in accept)

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF COMPOSITE CONSONANT LETTERS

Letters	*Sound*
ck	as in: pick
le	as in: bottle
ng	as in: sing
tch	as in: watch
wh	as in: which

Letters	*Sound*
ph	as in: phone, graph
sh	as in: shut, wash
qu	regularly represents the sequence of the sounds /k/ followed by /w/ as in: quick, sequence

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF COMPOSITE CONSONANT LETTERS

Positional restrictions:

'ck', 'le', 'tch', 'ng' never occur at the beginning of words
'qu', 'wh' never occur at the end of words
'ph', 'sh' can occur at the beginning or end of words

ricardocezar
TEACHER EDUCATION

SOUND VALUES OF COMPOSITE CONSONANT LETTERS

Two composite letters have two possible sound values.

1 'ch' can represent the sound as in 'chip' (/tʃ/).
Examples: choice, champion, change, child, chocolate
'ch' can also represent /k/ as in 'kit'.
Examples: character, chorus, chord, Christmas, chlorine, technical

Note that when 'ch' occurs at the end of words, it always has the value of the sound in choice, change, child.
Examples: each, reach, rich, peach, church

2 'gh' can represent the sound /f/ as in 'fish'.
Examples: enough, tough, cough, toughen, coughing
'gh' can also stand for 'silence'.
Examples: though, through, taught, daughter
(Note that there are about five words where 'gh' represents /g/ as in 'go'. *Examples*: ghetto, ghost, ghastly, ghoul, gherkin.)

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN MONOSYLLABIC WORDS



/eɪ/ - h**a**te	/æ/ - h**a**t
/i/ - P**e**te	/ɛ/ - p**e**t
/aɪ/ - f**i**ne	/ɪ/ - f**i**n
/oʊ/ - n**o**te	/ɒ/ - n**o**t
/ju/ - c**u**te	/ʌ/ - c**u**t

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN MONOSYLLABIC WORDS



Pattern A

a single vowel letter is followed by a single consonant letter (column 2):

hop / bat / bit / nut / kit / sit
set / bed / cat / read / sat / top

SINGLE VOWEL LETTERS IN MONOSYLLABIC WORDS



Pattern B

a single vowel letter is followed by two consonant letters (column 2):

rest / past / must / cost / film
cross / half / bulb / lump / knock

SINGLE VOWEL LETTERS IN MONOSYLLABIC WORDS



Pattern C

a single vowel letter is followed by a consonant + the letter 'e' (column 1):

cake / make / side / joke / mute
home / came / like / hole / June / while

SINGLE VOWEL LETTERS IN MONOSYLLABIC WORDS



long	short
/eɪ/ - h**a**te	/æ/ - h**a**t
/i/ - P**e**te	/ɛ/ - p**e**t
/aɪ/ - f**i**ne	/ɪ/ - f**i**n
/oʊ/ - n**o**te	/ɒ/ - n**o**t
/ju/ - c**u**te	/ʌ/ - c**u**t

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN POLYSYLLABIC WORDS

rel**a**tion /eɪ/
action /æ/
compl**e**tion /i/
cong**e**stion /ɛ/
l**o**tion /oʊ/
option /ɒ/
conf**u**sion /ju/
prod**u**ction /ʌ/

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN POLYSYLLABIC WORDS

rel**a**tion /eɪ/
action /æ/
compl**e**tion /i/
cong**e**stion /ɛ/
l**o**tion /oʊ/
option /ɒ/
conf**u**sion /ju/
prod**u**ction /ʌ/

Rule:

a single vowel followed by **two consonants** - short value (2)

a single vowel followed by **one consonant** - long value (1)

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN POLYSYLLABIC WORDS

rel<u>a</u>tion /eɪ/	relate - e + ion
<u>a</u>ction /æ/	
compl<u>e</u>tion /i/	complete - e + ion
cong<u>e</u>stion /ɛ/	
l<u>o</u>tion /oʊ/	lote?!
<u>o</u>ption /ɒ/	
conf<u>u</u>sion /ju/	
prod<u>u</u>ction /ʌ/	

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN POLYSYLLABIC WORDS

This rule works for the single letters 'a', 'e', 'o' and 'u':

nation / depletion / notion / dilution
facial / substantial / menial / dubious

But not with the letter 'i':

provision
subscription

ricardocezar
TEACHER EDUCATION

SINGLE VOWEL LETTERS IN POLYSYLLABIC WORDS

The crucial sequence is a suffix with 'i' and a vowel:

-ion / -ial / -ious / -ian / -ia / -iar
-io / -ior / -ium / -ius / -iate / -ient
-iant / -iary / -iable

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

neutral / neutrality
cause / causality

melody / melodious

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

'ai', 'au', 'ei', 'eu'
rarely occur at the ends of words

'ie', 'oa'
rarely occur at the beginnings of words

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

au/aw	*Major value*	*Minor value*
	/ɔ/	/æ/*
	cause	laugh
	claw	aunt

* or /ɑ/ depending on accent

Restrictions on position: as is clearly shown by the examples above, 'au' occurs before consonants and rarely at the end of words; 'aw' is the digraph that occurs at the end of a word. (mawt and plau look odd.)

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

'ea'	*Major value*	*Minor values*
	/i/	/ei/
	each	break
	reach	steak
	eat	great
	meat	/ɛ/
	heat	dead
	Keats	head
	peat	instead
	bead	ready
	lead (verb)	weather
	read (infinitive)	(before -sure)
		measure
		pleasure
		(before l)
		wealth
		health

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

ee	*Major value*	*Minor value*
	/i/ bleed seed need	/ɪ/ been (weak form)

ei/ey	*Major value*	*Minor values*
	/ei/ obey reign	/ai/ height eye either
		/i/ either key receive

Restrictions on position: 'ei' usually appears before a consonant; 'ey' appears at the end of a word.

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

eu/ew	*Major value*	*Minor value*
	/ju/ or /u/	/ou/
	few	sew
	crew	
	new	
	neutral	
	eulogy	

ie	*Major values*	*Minor value*
	/ai/	/ɛ/
	die	friend
	tie	
	lie	
	pie	
	/i/	
	achieve	
	believe	

Restrictions on position: note that when 'ie' occurs in final position in monosyllables, it has the value /ai/; but when it occurs in the middle of a word it has the value /i/.

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

oa	*Major value*	*Minor value*
	/ou/	/ɔ/
	coat	broad
	goat	

oi/oy	*Major value*	*No minor values*
	/ɔi/	
	boy	
	toy	
	joy	
	coy	
	coin	
	join	
	loin	
	coil	
	foil	

Restrictions on position: the examples show that 'oy' can occur at the end of words, but 'oi' cannot – it occurs before consonants. (boyt and poi look very strange.)

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

oo	*Major value*	*Minor values*
	/u/ boot root	/ʌ/ blood flood
		/ʊ/ foot book

ui	*Major value*	*Minor value*
	/ju/ or /u/ suit bruise	/ɪ/ biscuit build

ricardocezar
TEACHER EDUCATION

VOWEL DIGRAPHS

ou/ow	*Major value*	*Minor values*
	/au/	/ʌ/
	crown	couple
	town	trouble
	trout	enough
		/ɔ/
		cough
		/ou/
		owe
		own
		shoulder
		/u/
		group
		soup
		routine

This pair of vowel digraphs is notoriously difficult. In fact, there are so many minor values, and so many of them are in core vocabulary, that it may be wise to consider them as unpredictable. Whenever someone wants to give examples to substantiate a claim that English spelling is chaotic, they always use words with 'ou' and 'ow'!

ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION



The values of 'c'

List A	
cell	certain
place	dance
city	cycle
policy	cent
decide	cinema

List B	
cat	catch
cup	coffee
cry	coin
call	cake
came	cost
custom	could

ricardocezar
TEACHER EDUCATION



The two 'ch' values

chiep poch

chup meech

chint neach

choon chiln

ach chen

choad milch

ricardocezar
TEACHER EDUCATION



One-value composite consonants

queen	*wheat*
quit	*whole*
prolong	*Dutch*
ringlet	*epitaph*
mock	*usher*
black	*shop*
photograph	*cash*
whip	*equip*
when	*able*
stretch	

1 2 3
m a tch

ricardocezar
TEACHER EDUCATION



Position constraints

miqu	*thock*	*nooqu*	*ling*
lowh	*queep*	*atcho*	*ngup*
meewh	*shasting*	*tchert*	*ngurt*
whipson	*plick*	*fitch*	*mang*
whaply	*ckal*	*phit*	*nong*
whoy	*nequilt*	*upsiph*	*phatter*

ricardocezar
TEACHER EDUCATION



The silent e rule

1. Give students the following pairs of words for oral practice:

cut/cute, pip/pipe, mat/mate, fin/fine, etc.

2. Then give them only one member of the pair, and have them pronounce the other member:

hope (hop), etc.

ricardocezar
TEACHER EDUCATION

CROSSWORDS



ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

OUR AGENDA

1. How the English spelling system works
2. English spelling and learning pronunciation
3. The causes of spelling problems
4. Rules and regularities of English spelling
5. Teaching suggestions

ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G

REFERENCES

Kelly, G. (2000). *How to Teach Pronunciation*.
Pearson Longman Ltd.

Kenworthy, J. (1987). *Teaching English Pronunciation*.
Pearson Longman Ltd.

ricardocezar
TEACHER EDUCATION

/prəˌnʌnsiˈeɪʃən/
S-P-E-L-L-I-N-G



Thank you!

ricardocezar.elt