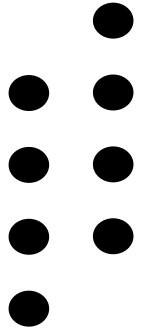


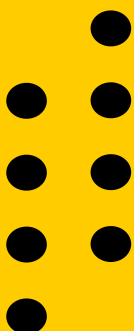
Written By: Satria Agust



ENGLISH PRONUNCIATION PRACTICE



For Coastal EFL Learners



Edited by: Gatot Subroto

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FOREWORD

I am excited to introduce *English Pronunciation Practice for Coastal EFL Learners*, a course book created especially for students learning English as a foreign language (EFL) from coastal areas. This book is designed to meet the special requirements of learners who live along the coast, whose linguistic contexts are frequently influenced by many accents and dialects, making pronunciation a major obstacle to learning English.

It is impossible to exaggerate how crucial proper pronunciation is, particularly in the globalized world of today where efficient communication is essential. The foundation of this course book is the idea that pronunciation is not just a technical ability but also a crucial component of one's individuality and self-assurance when speaking English. It provides a thorough, methodical approach to learning English sounds through hands-on activities, authentic situations, and examples that are pertinent to many cultures.

Learners will discover methods to get over typical pronunciation barriers in this book, which will help them improve their speaking skills in a way that feels efficient and natural. This book seeks to offer helpful tools for negotiating the complexities of English pronunciation, whether you are a teacher or a student, so that all students can speak confidently and clearly. I hope this book will be a useful resource for your English language learning journey, and I am looking forward to it.

Tanjungpinang, November 2024

Writer

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CHAPTER I: Coastal EFL Students' Challenges at Pronunciation

1.1 The Role of Pronunciation in Language Mastery

As the first step toward efficient communication, pronunciation is a crucial component of learning any language. Proper pronunciation is crucial for EFL learners to avoid miscommunication as well as to be understood. Research indicates that students who concentrate on honing their pronunciation grow in all areas of communication, including fluency and self-assurance (Derwing & Munro, 2017). Pronunciation becomes increasingly important for clear, understandable speaking in both formal and informal circumstances as learners advance in their English language journey.

Regarding the challenges faced by coastal EFL learners, they frequently have distinct pronunciation challenges in coastal areas because to the influence of their local languages and dialects. These languages' phonetic inventories can diverge significantly from English's, making it challenging for speakers to identify and produce sounds that are absent from their first language (L1). For instance, students learning English may find it difficult to distinguish between the language's short and long vowels (Gilakjani, 2016). One of the main objectives of this training is to identify and deal with these particular issues.

Phonological interference, in which elements of the native language affect how English is pronounced, is one of the main challenges faced by coastal EFL learners. For example, learners of English speech may remove or modify consonant clusters like /st/ or /sp/ if they come from languages lacking these sounds. Studies indicate that providing clear guidance in these troublesome areas can considerably lessen this kind of interference (Zhang & Yuan, 2020). Learners can close the gap between their native phonology and English pronunciation by concentrating on these language-specific challenges in this course.

In contrast to many other languages, English mostly uses intonation and stress to communicate meaning. The stress-timed structure of English, in which the location of emphasis inside words or sentences alters meaning, can be challenging for learners of tonal languages, such as those spoken in coastal Southeast Asia (Gilbert, 2012). The emphasis of this course is mostly on teaching English's rhythmic patterns, which will enable students to better comprehend and mimic these crucial aspects of speech.

Though attaining a native-like pronunciation may sound ideal, the main objective for EFL learners should be intelligibility, according to recent linguistic research. The degree to which a listener understands a speaker's message despite an accent or little pronunciation errors is referred to as intelligence (Levis, 2018). Learners are more likely to enhance their practical speaking abilities and lessen speaking anxiety when they place an emphasis on clear communication as opposed to perfection.

Speakers of different accents interact internationally on a daily basis in the setting of global English. This global environment includes coastal EFL learners, and it is essential that they be able to communicate effectively with both native and non-native speakers.

Acknowledging the diversity of English dialects enables students to place greater emphasis on intelligibility than accent conformance (Crystal, 2018). In order to achieve clear, understandable speaking, students in this course are encouraged to embrace their individual voices.

This course's main objective is to increase students' self-assurance in their pronunciation. Language learners who are confident in their pronunciation are more inclined to engage in conversations and practice their abilities on a regular basis, which is why confidence is essential for successful language acquisition (Carrió-Pastor & Mestre, 2014). Learners will be encouraged to approach English pronunciation with more assurance through focused exercises and regular practice.

Pronunciation is an expression of identity as much as a means of acquiring sounds for many EFL learners. According to studies, students may object to pronouncing words like native speakers because they feel unnatural or distant from their cultural identity (Lippi-Green, 2022). This lesson acknowledges that pronunciation should not be used to eliminate linguistic variation, but rather as a tool for clear communication. Learners are advised to preserve as much of their personal accents as possible while maintaining comprehensibility.

Pronunciation accuracy and listening comprehension are tightly related. Due to their unfamiliarity with the English language's sounds, stress patterns, and rhythm, learners who have trouble pronouncing words correctly frequently find it challenging to comprehend native speakers (Field, 2009). Incorporating listening exercises that expose students to real-world speech patterns can help them improve their ear for English sounds and rhythms, which will improve their pronunciation.

Due to its frequent appearance in unstressed syllables, the schwa (/ə/) is one of the most difficult sounds in English for EFL learners to master. Students frequently struggle to identify and produce this sound, which causes them to pronounce unstressed syllables incorrectly or overpronounce them (Swan & Smith, 2001). This course focuses specifically on teaching the schwa, acquainting students with its usage through listening and repetition exercises.

A range of practical exercises are included in this course to guarantee that students can use their pronunciation skills in everyday settings. There will be plenty of opportunities for learners to improve pronunciation in situations that resemble real-world interactions, such as role-playing conversations, practicing tongue twisters, and shadowing native speakers (Murphy, 2017). These activities are meant to make practicing pronunciation interesting and applicable to normal conversation.

Students now have more opportunities than ever to practice pronouncing words correctly outside of the classroom thanks to the growth of language learning applications and internet materials. This course focuses on practical tools that students can utilize to enhance their learning, like internet media, pronunciation applications, and speech recognition software (McCrocklin, 2022). Learners can continue to advance in their pronunciation at their own speed by incorporating technology into their study regimen.

Since different English-speaking regions have distinctive accents and phonological patterns, pronunciation is also influenced by cultural circumstances. Learners will gain an understanding of how pronunciation can vary based on context, audience, and formality by being introduced to the concept of regional variation in English pronunciation in this course (E. Jenkins, 2009). The purpose of exposing students to these variants is to provide them the tools they need to confidently navigate a variety of speaking settings. Besides, the art of pronunciation takes constant practice and improvement; it is not a talent that can be acquired quickly. Learning outcomes can be monitored and areas for development can be identified by encouraging students to self-monitor their pronunciation and interact with English media on a regular basis (Hancock, 1996). In addition to giving students strategies for further pronunciation practice outside of the classroom, this course highlights the value of lifetime learning.

Ultimately, enhancing pronunciation can lead to foreign job prospects for a lot of coastal EFL learners. Clear and confident pronunciation is crucial for professional success in fields where English is the primary language, such as tourism, business, and education (Graddol, 2000). Learners become more employable and capable of global communication when they acquire good pronunciation, which increases their competitiveness in the labor market.

1.2 Overview of English Pronunciation

An essential component of language learning is pronunciation, especially for those studying English as a foreign language (EFL). In oral communication, it has a direct impact on students' capacity to understand and be understood by others. Accurately articulating sounds in English requires control over other aspects of speech as well, such as rhythm, intonation, and stress, which all contribute to the language's organic flow. Unfortunately, learners frequently give pronunciation less weight than vocabulary and grammar, which causes a disconnect between what they can say and how effectively they are understood (Gilakjani, 2016).

Pronunciation acquisition might be made more difficult for coastal EFL learners by specific linguistic and environmental circumstances. These students may be impacted by regional accents or tongues with phonemes very dissimilar from English. For example, they may not have heard some English sounds in their native tongue, such as the “th” sound in *thought* /θɔ:t/ or *this* /ðɪs/. This makes pronouncing these sounds very challenging. Coastal learners may also have limited access to native English speakers or high-quality English resources due to their geographic location. As a result, they may be forced to rely on English spoken by other non-native speakers, which could promote pronunciation problems or unconventional models (Levis & Moyer, 2014).

Furthermore, a lot of EFL courses overlook pronunciation since teachers do not have the tools or skills necessary to teach it well. Even with solid grammar and vocabulary, learners may become irritated when they realize that poor pronunciation is making it difficult for them

to communicate clearly. This course book attempts to close these gaps by giving students structured, unambiguous instructions on how to get better at pronouncing words correctly, paying particular attention to the difficulties faced by coastal EFL students.

1.3 Challenges Coastal Learners Face

Pronouncing words correctly presents a unique set of difficulties for coastal EFL learners. Because of the linguistic diversity of many coastal areas, learners frequently speak more than one language or dialect before starting an English language education. Although this multilingual setting has numerous benefits, there may be special challenges if the sound systems of the local languages are very different from those of English. For instance, the local dialect could not utilize some English sounds at all or might employ emphasis and intonation much differently than English does. Because of this, students may translate these characteristics from their original tongue to English, leading to non-standard pronunciation that may be challenging for native English speakers to comprehend (Derwing & Munro, 2017).

The lack of exposure to native English speakers in many coastal communities is another difficulty. In contrast to urban settings, which might offer more chances for learners to engage with visitors, expatriates, or global corporations, learners near the shore might mostly hear English spoken by non-native speakers, including local educators or media broadcasts. Although this exposure is beneficial, it may also reinforce pronunciation mistakes, particularly if students do not consistently have access to appropriate pronunciation models (Kang et al., 2017). Additionally, coastal learners could find it difficult to access technical resources like language labs or online tools, which are more readily available in urban areas yet sometimes necessary for practicing and perfecting pronunciation.

Despite these challenges, coastal learners often have high levels of motivation and flexibility when they are learning a language—two attributes that are critical for improving pronunciation. This course book seeks to expand on these benefits by offering helpful assignments, clarifications, and guidance tailored to the needs of students in diverse contexts. If coastal learners practice regularly and are exposed to appropriate models, they can overcome many of their pronunciation problems and begin speaking more confidently and clearly.

1.4 Course Objectives

This course's main goal is to give coastal EFL learners the skills and information they need to dramatically enhance their English pronunciation. Learners will have a firm grasp of English phonemes, how they differ from those in their home tongues, and how to appropriately create them by the end of the course. In addition, emphasis is placed on intonation, rhythm, and stress—all of which are crucial for speech that sounds genuine and unforced.

Beyond enhancing specific sounds, the course seeks to provide students with the tools they need to autonomously continue refining their pronunciation. For students studying along the coast, who might not have easy access to coaches for pronunciation or native speakers, this

is extremely crucial. Learners will be able to practice frequently and get fast feedback on their progress by utilizing technology, such as online resources and apps for language learning. Additionally, the course will teach students how to monitor and self-correct, giving them the tools they need to take control of their own education (Celce-Murcia et al., 1996).

This course aims to increase students' confidence in speaking English in addition to these technical objectives. For EFL students, pronouncing words correctly can be a source of anxiety because they fear mispronunciation or being scrutinized for their accents. This course will assist students comprehend that the ultimate goal is clear communication by highlighting the significance of intelligibility above obtaining a native-like accent. This course will help learners utilize English more successfully in a range of contexts, from casual chats to professional situations, by boosting both abilities and confidence.

1.5 How to Use This Book

This course book is intended to be easily navigable and understandable by students with varying degrees of experience. Every chapter covers a distinct facet of English pronunciation, starting with an overview of the main ideas and concluding with hands-on activities. It is advised that students adopt a hands-on approach, practicing each sound or pattern both alone and in the context of phrases and dialogues. With many opportunities for learners to listen, repeat, and evaluate their own pronunciation, the exercises are made to be engaging.

Focusing on the particular difficulties experienced by coastal EFL learners is one of this course book's distinctive features. The sounds of English and the sounds of the learners' native tongues or dialects are compared throughout the book. As a result, students are better able to comprehend why they find some sounds challenging and can devise solutions. Furthermore, learners can practice mimicking and listening to native English speakers with the help of the audio elements in the book. According to Kang et al. (2017), students can easily access these materials online and practice outside of the classroom.

Last but not least, the course book promotes using technology to enhance classroom instruction. Students are exposed to a range of resources, websites, and applications that they can use to continue honing their pronunciation on their own. Coastal EFL students can benefit from resources that would otherwise be challenging to get in their local contexts by integrating technology into their studies. Learners who practice consistently will be able to monitor their progress and see quantifiable improvements in their pronunciation.

Chapter II: Phonetics and Phonology Basics

6.1 Understanding English Sounds

Understanding how English sounds are made and how they differ from sounds in other languages is crucial for improving pronunciation. Linguistics' phonetics is the field that studies how speech sounds are perceived and produced physically. It investigates the process by which the tongue, lips, and vocal cords produce sounds, as well as the way in which listeners perceive and comprehend these sounds (Ladefoged & Johnson, 2014).

On the other hand, phonology studies how sounds work in a certain language or dialect. It focuses on the interactions between sounds, how they alter depending on the situation, and how they aid in denoting meaning. For instance, in English, the distinction between the words like *pat* and *bat* comes from the two different phonemes that make up their initial consonants, /p/ and /b/ (Ladefoged & Maddieson, 1996). The smallest unit of sound that can alter a word's meaning is called a phoneme, and learning these phonemes is essential to perfecting English pronunciation.

Understanding how sounds are made and interpreted is crucial for learning how to pronounce words correctly in English. This entails producing sounds with the tongue, lips, teeth, and vocal cords, among other components of the mouth and vocal tract. To help coastal EFL learners pronounce words more accurately, it can be helpful to comprehend how these sounds vary from those of their home tongues.

Compared to many other languages, the vowel system in English is more complicated. For instance, English has a variety of short and long vowels, diphthongs (a mixture of two vowel sounds), and other variations, whereas some languages only have five vowel sounds. Word meaning can be altered by mispronouncing these vowels. For example, the only difference between *sheep* (/i:/) and *ship* (/ɪ/) is the length of the vowel, but this difference is crucial for understanding (Ladefoged & Johnson, 2014).

Learners also need to be aware of the way sounds are pronounced while speaking of consonants. English consonants are produced using three methods: airflow obstruction (/p/ in *pat*), friction production (/f/ in *fine*), and airflow nasalization (/m/ in *man*). It can be difficult for coastal learners to be exposed to new consonant sounds, particularly ones that are absent from their original dialects. In order to get over this, students need to work on precisely making sounds and listening to native speakers (Roach, 2009).

2.2 Consonant and Vowel Sounds in English

Learners must be proficient in both vowels and consonants in order to communicate clearly in English. Consonants are made when the airflow is blocked in any way, usually by the teeth, lips, or tongue. For instance, to produce the sound /t/ in *tap*, the tongue must temporarily touch the roof of the mouth behind the teeth to obstruct the airflow. In contrast, no appreciable airflow obstruction occurs during the production of vowel sounds. The shape of

the mouth and the placement of the tongue mostly influence them. For example, when making the vowel sound /i:/ in *see*, the tongue is raised in the mouth and the lips are slightly apart.

Standard British or American English has twenty-four vowel sounds and twenty consonant sounds (depending on the accent). Because these sounds are absent from their native tongue, coastal learners may find some sounds especially difficult. For instance, learners may find it challenging to pronounce the “th” sound—as in *think* or *this*—because it may not have a clear equivalent in many languages. Since these sounds can have a big impact on how understandable a learner's speech is, they frequently need focused practice (Cruttenden, 2014).

2.1.1 Vowel Length Practice

- ✓ **Objective:** Acquire the ability to discern between short and long vowels.
- ✓ **Instructions:**
 1. Paying attention to word pairings where the sole difference is in the vowel length, as *sheep* (/i:/) vs. *ship* (/ɪ/).
 2. After you have listened, say each word out loud while paying attention to how long each vowel is.
 3. Making a recording of yourself reciting the words, then play it back and compare the vowel lengths.
 4. For more natural pronunciation and improved fluency, practice using these words in sentences.

2.2.2 Example Pairs:

- ✓ *ship* (/ɪ/) vs. *sheep* (/i:/)
- ✓ *full* (/ʊ/) vs. *fool* (/u:/)
- ✓ *cot* (/ɒ/) vs. *caught* (/ɔ:/)

2.2.3 Tongue Twisters for Pronunciation Fluency

- **Objective:** Boost the articulation and fluency of challenging vowel and consonant sounds.
- **Instructions:**
 - 1) Practicing your tongue twisting skills with difficult English sounds.
 - 2) At first, speak each tongue twister carefully, paying attention to intelligibility and proper sound production.
 - 3) As you get more accustomed to the sounds, gradually speed up your speaking.

➤ **Example Tongue Twisters:**

- 1) “She sells seashells by the seashore.”
- 2) “The thirty-three thieves thought that they thrilled the throne throughout Thursday.”
- 3) “Fred fed Ted bread, and Ted fed Fred bread.”

2.3 Voiced vs. Voiceless Sounds

The contrast between voiced and voiceless sounds is one of the most important concepts in English phonetics. Voiceless sounds are produced without this vibration, but voiced sounds are produced when the vocal cords vibrate during the sound. When producing the sounds /b/ and /p/, for instance, the vocal cords vibrate for /b/, but not for /p/. Overall, the sounds are created similarly. It is imperative that learners comprehend and apply this distinction, as it influences the meaning of numerous English word pairs, such *zip* and *sip*, or *bat* and *pat* (Roach, 2009). It can be difficult for coastal learners to hear and generate these distinctions, particularly if the voiced/voiceless contrast is not used in the same way in their home tongue. As a result, students should concentrate on both practicing the physical components of sound production—such as feeling their vocal cords vibrate when they utter voiced sounds—and listening for these changes.

Learning to discriminate between voiced and voiceless sounds is one of the trickiest parts of learning English pronunciation. When the vocal cords vibrate, voiced sounds are generated; when they do not, voiceless sounds are generated. In order for students to grasp this idea more fully, they can practice saying words like *pat* (/p/ voiceless) and *bat* (/b/ voiced) with their hand on their throat. They should experience a vibration in their vocal cords when pronouncing the voiced sound, /b/, and no vibration when pronouncing the voiceless sound, /p/ (Roach, 2009).

Learners may find it difficult to distinguish between voiced and voiceless pairings in coastal dialects, making simple pairs like *fan* and *van* or *zip* and *sip* difficult. English comprehension of these differences can be greatly enhanced by concentrating on them. Additionally, students can utilize voiced and voiceless sound identification exercises in listening classes, and then practice speaking in pairs of words to feel and hear the differences.

2.3.1 Minimal Pairs for Voiced vs. Voiceless Sounds

- ✓ **Objective:** Get comfortable differentiating between voiced and voiceless sounds.
- ✓ **Instructions:**
 - 1) Paying attention to simple word pairs, like *bat* and *pat* or *zip* and *sip*, that just differ in voice;
 - 2) Talking out loud each set of words, focusing on the spoken sounds and the vibrations in your throat.

- 3) Putting your palm on your throat to determine which word in the pair is vocal and which is voiceless.
- 4) You can practice these five more minimal pairs of voiced and voiceless sounds by writing them down.

2.3.2 Example Minimal Pairs:

- *bat* (/b/) vs. *pat* (/p/)
- *zip* (/z/) vs. *sip* (/s/)
- *fan* (/f/) vs. *van* (/v/)
- *gaze* (/g/) vs. *case* (/k/)

2.3.3 Stress and Intonation in English

Stress and intonation are important aspects of pronunciation in English that can alter the meaning of words and sentences. Word stress is the term used to describe the focus on a single syllable inside a word. For instance, the stress in the verb *record* is on the second syllable, *reCORD*, whereas in the word, *record* (noun), the stress is on the first syllable, *REcord*. Because inappropriate stress can cause misunderstanding, learners need to be aware of these variances (Roach, 2009).

The words that are underlined in a sentence are referred to as sentence stress. In English, function words like articles, prepositions, and auxiliary verbs are not usually stressed, but content words like nouns, verbs, and adjectives are. Consider the sentence: *She is going to the store*. The important words, *going* and *store*, receive stress, while the words *she*, *is*, *to*, and *the* are spoken more quickly and softly. The distinctive rhythm of English is derived from this pattern of stress (Gilbert, 2008).

The rising and falling of the voice during speech is known as intonation. In English, near the end of a sentence, rising intonation usually denotes a question, whereas falling intonation usually denotes a declaration. As an illustration, consider the phrase “Are you coming?” concludes with a rising tone as you approach, while *You are coming* ends with a falling tone. Additionally, tone conveys emphasis, attitude, and emotion—all of which are essential for clear communication (Celce-Murcia et al., 1996).

2.3.4 Connected Speech in English

Words are rarely spoken alone in naturally spoken English. Rather, related speech is the mechanism by which they flow together. This phenomenon encompasses assimilation, elision, and linking processes. Gaining proficiency in connected speech can help coastal EFL learners pronounce words more naturally and understandably.

- When one word’s final sound is connected to the next word’s initial sound, this is known as **linking**. For instance, in the sentence “go on,” the vowel /ɜ/ in *on* is smoothly transitioned to the /w/ sound at the end of “go.”

- When someone speaks quickly, they are said to be **elision**. In informal speech, for example, want to frequently becomes into wanna.
- When a sound morphs to more closely resemble a nearby sound, this is known as **assimilation**. Because the subsequent /p/ sound influences the /n/ sound, for instance, green park may sound like green park (Roach, 2009).

It is possible for learners to sound more fluid and natural in conversation by comprehending and practicing these connected speech components.

2.3.5 Practice Exercises for Stress, Intonation, and Connected Speech

1. Word Stress Exercise

- **Objective:** Practice recognizing and putting the appropriate word stress on words.
- **Instructions:**
 1. Paying attention to word pairings where the location of the stress alters the meaning of the words (e.g., *REcord* vs. *reCORD*).
 2. Make sure to stress the appropriate syllable when you repeat each word.
 3. List five more terms that, depending on their level of stress, have different meanings (e.g., *PERmit* vs. *perMIT*).

Example Words:

- *REcord* (noun) vs. *reCORD* (verb)
- *PREsent* (noun) vs. *preSENT* (verb)
- *CONtract* (noun) vs. *conTRACT* (verb)

2. Sentence Stress Practice

- **Objective:** Practice sentence emphasis to enhance the English language's natural cadence.
- **Instructions:**
 1. Make a note of the stressed terms as you read the following sentences. Keep in mind that function words, such as articles, prepositions, and auxiliary verbs, are typically not stressed, while content words, such as nouns, main verbs, and adjectives, are.
 2. Put the sentences into practice by speaking them out loud, focusing on the stressed words, and pronouncing the unstressed words harder and faster.

Example Sentences:

- *She is going to the store.*
- *I would like a cup of coffee.*
- *They are visiting their grandparents tomorrow.*

3. Intonation Practice

- **Objective:** Learn the intonation patterns of rising and falling.
- **Instructions:**
 1. A variety of sentences with rising intonation (for inquiries) and falling intonation (for statements) can be heard on the audio.
 2. Recite the sentences, paying attention to how your voice rises and falls.
 3. Try pronouncing your own sentences aloud and adjusting the tone to convey different meanings or emotions.

Example Sentences:

- *Are you coming?* (rising intonation)
- *You're coming with us.* (falling intonation)
- *Did you finish the project?* (rising intonation)
- *I finished the project.* (falling intonation)

4. Connected Speech Exercise

- **Objective:** Engage in related speech to practice assimilation, elision, and linking.
- **Instructions:**
 1. Pay attention to words that a native speaker uses in a casual way.
 2. Repeat the sentences, paying attention to how the words go together, how certain sounds can be removed, and how some sounds alter depending on nearby sounds.
 3. To make sure you are following connected speech rules, record yourself speaking and compare it to the native speaker's recording.

Example Phrases:

- *What are you doing? → Whatcha doing?*
- *I want to go. → I wanna go.*
- *Green park → Greem park* (assimilation)

5. Tongue Twisters for Stress and Intonation

- **Objective:** Focus on stress and intonation to increase the fluency of your pronunciation.
- **Instructions:**
 1. Select a tongue twister that uses challenging sounds or a stressed-out pattern.
 2. At first, say the tongue twister slowly, paying attention to your precise pronunciation.
 3. Increase your speed gradually while keeping the proper intonation and stress.

Example Tongue Twisters:

- “How much wood would a woodchuck chuck if a woodchuck could chuck wood?”
- “She sells seashells by the seashore.”
- “Peter Piper picked a peck of pickled peppers.”

2.4 The International Phonetic Alphabet (IPA)

Linguists utilize the International Phonetic Alphabet (IPA) system to represent spoken language sounds. Because every symbol in the IPA represents a distinct sound, it is simpler for students to comprehend and pronounce words correctly. For instance, the voiceless “th” sound in *think* is represented by /θ/, whereas the “sh” sound in *sheep* is represented by the IPA symbol /ʃ/. Learning the IPA can help students see a word's actual sounds independent of how it is spelled, which is especially useful in English because spelling and pronunciation are sometimes inconsistent (Kelly, 2001).

Learners can start to recognize the sounds they need to work on and the places where their pronunciation deviates from that of native speakers by using the IPA. It is advised that coastal EFL students become acquainted with the IPA since it offers a methodical and transparent approach to pronunciation training. This book contains practice exercises and examples for every sound, as well as an IPA chart with all the symbols that students will come across.

2.4.1 Practice Exercises for Phonetics and Phonology Basics

Identifying Sounds with IPA

- ✓ **Objective:** The goal is to become proficient in recognizing and pronouncing English phonemes using IPA symbols.
- ✓ **Instructions:**

1. Examining the IPA chart that is included, which contains illustrations of English sounds.
2. Playing an audio file where a native speaker makes every sound.
3. Referring to the table and choose the appropriate IPA symbol for the sound you hear.
4. After you have determined the symbols, speak the sounds out loud while focusing on your articulation.

2.4.2 Example IPA Sounds to Practice:

- /p/ as in *pet* vs. /b/ as in *bet*
- /f/ as in *file* vs. /v/ as in *vile*
- /ʃ/ as in *ship* vs. /s/ as in *sip*
- /i:/ as in *sheep* vs. /ɪ/ as in *ship*

2.5 Sound Comparison: English vs. Local Languages

One of the finest ways to improve pronunciation is to compare English sounds to those of the learner's native tongue or dialect. For coastal EFL learners, some English sounds may seem familiar, while others may be entirely unfamiliar. For example, some coastal dialects may not have an equivalent for the English “th” sounds, or their vowel pronunciation may differ significantly from that of English.

By being aware of these variations, students can concentrate on the sounds that provide the greatest challenge to them and create practice plans for those sounds. This could be as simple as listening to native speakers and attempting to mimic their pronunciation, or it could entail concentrating on the placement of the tongue and lips as well as the use of vocal cord vibration. Learners can bridge the gap between their native pronunciation habits and the sounds of English by working through exercises in this book that compare English sounds with those of frequent coastal languages (Jenkins, 2007).

2.5.1 Sound Comparison: Native vs. English

- ✓ **Objective:** The goal is to contrast English sounds with those in the learner’s mother tongue.
- ✓ **Instructions:**
 - 1) Picking five phonemes from English that are absent from your original tongue. /θ/ (as in *think*) and /ð/ (as in *this*) are two common examples;
 - 2) Trying to mimic the sounds by listening to recorded samples of them.
 - 3) After you record yourself pronouncing the sounds, listen to the native speaker’s pronunciation and compare it to your own.

- 4) Paying attention to how your lips and tongue should move differently than when you make sounds in your original tongue.

2.5.2 Suggested English Sounds:

- /θ/ as in *think*
- /ð/ as in *this*
- /ʃ/ as in *sheep*
- /ŋ/ as in *sing*

Chapter III: Vowel Sounds

3.1 Introduction to English Vowel Sounds

One of the most significant groups of sounds in the English language is vowels, which are crucial for understanding word meaning and clarity. Vowel sounds in English are created based on where the tongue, lips, and mouth are positioned, and they are produced with little to no airflow blockage. Vowel sounds are commonly classified into two primary groups: **long vowels** and **short vowels**. Furthermore, **diphthongs**—vowel sounds in English that are composed of two sounds integrated into a single syllable—are present (Cruttenden, 2014).

Vowel sounds can be particularly difficult for coastal EFL learners, especially if the vowels in their original languages are different from those in English. Due to the lack of vowel distinctions in many coastal languages, learners may mispronounce English terms or mix up words that sound similar (*ship* vs. *sheep*, for example). Careful attention, repetition, and comparison with the learner's native vowel system are necessary for mastering English vowel sounds (Ladefoged & Johnson, 2014).

In English, vowel sounds are essential for word pronunciation. Vowels are produced with an open vocal tract, which means that there isn't much airflow obstruction when compared to consonants. The vowel sounds' characteristics are shaped by the placement of the jaw, lips, and tongue. English vowel sounds are more varied than those in many other languages, which can be difficult for EFL students to acquire, particularly those from coastal regions whose native tongues may have less contrasted vowels.

Vowel sounds in English are frequently classified as diphthongs, long vowels, and short vowels. While the duration of a sound is the primary distinction between short and long vowels, diphthongs involve a transition from one vowel sound to another inside a single syllable. Particularly those learning English as a second language (EFL) from coastal regions may find it difficult to distinguish between short and long vowels and to correctly form diphthongs, particularly if their native tongues don't place as much emphasis on vowel length or have comparable sound patterns (Cruttenden, 2014).

Learners can train their ears to distinguish between different vowel sounds and practice employing them in context by comprehending the physical characteristics of vowel creation. In addition to helping learners pronounce words more correctly, this will also make them easier to understand in professional and informal English interactions.

3.2 Short Vowels

In English, short vowels are usually employed in shorter, unstressed syllables. The main characteristic that sets these sounds apart from long vowels is their length, which contributes to their swiftness and conciseness. Vowel length may not be as important in the mother tongues of coastal EFL learners, but inaccurate pronunciation of vowels in English can cause misconceptions.

Examples of Short Vowels:

- /ɪ/ as in *sit*
- /e/ as in *set*
- /æ/ as in *cat*
- /ʌ/ as in *cup*
- /ɒ/ as in *cot*
- /ʊ/ as in *put*

Learners who live near the coast could find it challenging to distinguish between sounds like /ɪ/ and /i:/ or /æ/ and /e/. Paying attention to detail is crucial in this area because even minor variations can completely alter the meaning of words (e.g., *sit* vs. *seat*) (Roach, 2009).

Short vowels have a limited length and are frequently found in words or syllables that are not stressed. Native speakers will find it quite easy to generate these vowels because they are rapid and do not need a lot of tongue movement. These little sounds, nevertheless, are often confused by beginners with their lengthier counterparts.

Examples of Short Vowels:

- /ɪ/ as in *sit*
- /e/ as in *set*
- /æ/ as in *cat*
- /ʌ/ as in *cup*
- /ɒ/ as in *cot*
- /ʊ/ as in *put*

Differentiating between short vowels that sound similar, as /ɪ/ (in *sit*) and /e/ (in *set*), or /æ/ (in *cat*) and /ʌ/ (in *cup*), is a typical challenge for coastal learners. Since these vowels might not have precise translations in their home tongue, learners may combine them, leading to communication problems.

Learners need to concentrate on the physical production of these vowels in order to address this. In contrast to /ʌ/ in *cup*, which is a middle vowel with a more relaxed tongue position, /æ/ in *cat* is a front, open vowel where the tongue is low and the lips are slightly spread. Pronunciation can be considerably enhanced by practicing these anatomical distinctions.

3.3 Long Vowels

Long vowels are distinguishable from short vowels by the length of the sound, which is maintained for a greater amount of time. Learning to pronounce these vowels—which are frequently found in stressed syllables or at the end of words—is essential to increasing comprehensibility.

Examples of Long Vowels:

- /i:/ as in *see*
- /ɑ:/ as in *car*
- /ɔ:/ as in *saw*
- /u:/ as in *blue*
- /ɜ:/ as in *bird*

Long vowels can be difficult for coastal learners since their native tongues might not have the same vowel distinctions. To guarantee clear communication, it is crucial to practice mouth posture as well as vowel length. It can be challenging for non-native speakers to distinguish between comparable long vowels like /u:/ and /ʊ/, thus learners may also need to concentrate on this (Cruttenden, 2014).

Long vowels are frequently encountered in stressed or open syllables because they are retained for a longer period of time. The significance of long vowels lies in their ability to distinguish between words with similar spellings and contexts.

Examples of Long Vowels:

- /i:/ as in *see*
- /ɑ:/ as in *car*
- /ɔ:/ as in *saw*
- /u:/ as in *blue*
- /ɜ:/ as in *bird*

Maintaining the proper length and sound purity when creating long vowels is the biggest challenge for learners from the coast. For example, the distinction between /i:/ in *see* and /ɪ/ in *sit* is found in the length of the sound as well as the position of the tongue. In *seat*, the tongue is lower and the sound is considerably shorter than in *see*, where the tongue is lifted higher and the sound is stretched. Confusion can result from mispronouncing these vowels, as in the cases of *beat* and *bit* or *sheet* and *seat*.

Additionally, longer vowels call for greater lip and tongue control. The short /ʊ/ sound in *put* is less tense and quicker than the /u:/ sound in *blue*, which requires the lips to be rounded and the tongue high in the mouth.

3.4 Diphthongs

Diphthongs are special vowel sounds that blend two different vowel sounds into a single, syllabic glide. For language learners who are not used to diphthongs in their mother tongue, this merging of sounds may be challenging. Understanding diphthongs is essential to speaking English fluently and naturally.

Examples of Diphthongs:

- /eɪ/ as in *say*
- /aɪ/ as in *buy*
- /ɔɪ/ as in *toy*
- /aʊ/ as in *now*
- /əʊ/ as in *go*

Because they necessitate a seamless transition from one vowel sound to another, diphthongs can be challenging for coastal EFL learners to generate. To guarantee that the two sounds in the diphthong are articulated effectively and do not split into two distinct syllables, practice is required (Ladefoged & Johnson, 2014). Since diphthongs are made up of two vowel sounds that blend into one another within a single syllable, they are more complicated than short or long vowels. For students whose native tongues are more likely to have monophthongs (pure vowel sounds), this gliding motion may be difficult.

Examples of Diphthongs:

- /eɪ/ as in *say*
- /aɪ/ as in *buy*
- /ɔɪ/ as in *toy*
- /aʊ/ as in *now*
- /əʊ/ as in *go*

The difficulty with diphthongs for coastal learners is creating a seamless transition between the two vowel sounds. For instance, the sound in /aɪ/, as in *buy*, begins with the low vowel /a/ and rises to /ɪ/. A learner who makes a sudden transition or struggles to seamlessly blend the two sounds together may pronounce the diphthong as two distinct sounds, which might sound strange or perplexing. When practicing diphthongs, students should concentrate on how their lips and tongue move when they go from the first to the second vowel sound. Learners can sound more natural by mimicking the fluidity of the glide and paying attention to native speakers.

- **Objective:** Learn how to pronounce English diphthongs correctly.
- **Instructions:**

1. Pay attention to how words containing diphthongs are spoken by native speakers.
2. Recite the words, paying close attention to how the two vowel sounds in the diphthong transition smoothly and continuously.
3. Make a recording of yourself and listen for how smoothly you transition between vowel sounds.
4. Practice pronouncing each diphthong fluently and use it in a sentence.

Example Words:

- /eɪ/ as in *day*
- /aɪ/ as in *buy*
- /ɔɪ/ as in *toy*
- /aʊ/ as in *how*
- /əʊ/ as in *go*

Example Sentences:

- *He had a great day.*
- *I will buy a new bike.*
- *She enjoys the toy car.*

3.5 Practice Exercises for Vowel Sounds

1) Short vs. Long Vowel Contrast

- **Objective:** Recognize the differences between long and short vowel sounds.
- **Instructions:**
 1. Pay attention to word pairings (*ship* vs. *sheep*, for example) that are just different in vowel length.
 2. Speaking out loud, repeat each pair of syllables while paying attention to the vowel length.
 3. Make a video of yourself pronouncing the pairs, then check your pronunciation against the accurate version.
 4. Five more instances of short and long vowel pairs should be noted for practice.

Example Pairs:

- *ship* (/ɪ/) vs. *sheep* (/i:/)

- *full* (/ʊ/) vs. *fool* (/u:/)
- *cot* (/ɒ/) vs. *caught* (/ɔ:/)
- **Objective:** Improve your ability to tell the difference between English's short and long vowel sounds.
- **Instructions:**
 1. Pay attention to minimum word pairs (such as *ship* vs. *sheep*) that just change in vowel length.
 2. Talk out loud each set of syllables, focusing on how long the vowel sound is.
 3. Make a tape of yourself pronouncing these words, then contrast them with the speech of a native speaker.
 4. To further practice, jot down five more pairs of short and long vowel words.

Example Pairs:

- *ship* (/ɪ/) vs. *sheep* (/i:/)
- *full* (/ʊ/) vs. *fool* (/u:/)
- *cot* (/ɒ/) vs. *caught* (/ɔ:/)
- *sit* (/ɪ/) vs. *seat* (/i:/)
- *pull* (/ʊ/) vs. *pool* (/u:/)

2) Vowel Sound Identification

- **Objective:** Boost your ability to distinguish between English vowel sounds.
- **Instructions:**
 1. Pay attention to a group of words with various vowel sounds.
 2. Determine the vowel sound each word has, then record the matching IPA symbol.
 3. Once the sounds have been identified, repeat the phrase while paying attention to proper articulation.

Example Words:

- *bat* (/æ/), *bet* (/e/), *bit* (/ɪ/), *bought* (/ɔ:/), *boot* (/u:/)

3) Diphthong Practice

- **Objective:** Practice pronouncing the diphthongs in English.
- **Instructions:**

1. Pay attention to the seamless transition between two vowel sounds when you hear words that contain diphthongs.
2. Recite the words, paying attention to the diphthong as a single, uninterrupted sound.
3. Compare your pronunciation of the diphthongs to the right form by recording yourself pronouncing them.

Example Words:

- /eɪ/ as in *day*
- /aɪ/ as in *my*
- /aʊ/ as in *how*
- /ɔɪ/ as in *boy*

4) Tongue Position Exercise

- **Objective:** F When making vowel sounds, pay close attention to where your lips and tongue are placed.
- **Instructions:**
 1. View videos or graphics that illustrate where the tongue should be placed for various vowel sounds.
 2. As you practice the sounds, pay special attention to the movements of your lips and tongue.
 3. Make a recording of your pronunciation and check it to that of a native speaker to make any corrections.

Vowel Sounds to Practice:

- /i:/ as in *see* (tongue high, lips slightly spread)
- /u:/ as in *blue* (tongue high, lips rounded)
- /æ/ as in *cat* (tongue low, lips slightly spread)

5) Sentence Practice with Vowel Sounds

- **Objective:** To increase fluency, use vowel sounds in context.
- **Instructions:**
 1. Listen to the following sentences out loud while focusing on the vowel sounds.
 2. Pay attention to the vowel length and make sure you are utilizing the appropriate diphthongs.

3. Try pronouncing the sentences more quickly while still retaining the distinct vowel sounds.

Example Sentences:

- *The sheep is on the ship.*
- *He bought a blue boot.*
- *The boy found a toy.*

3.6 Tongue Position and Lip Shape Exercise

- **Objective:** Pay attention to how vowel sounds are produced physically.
- **Instructions:**
 1. Keep an eye on your lip shape and tongue position when making vowel sounds by looking at a film or using a mirror.
 2. Practice placing your lips and tongue in the proper places for diphthong, long, and short vowels.
 3. Talk carefully, paying attention to the proper placement and motion of your lips and tongue for each vowel sound.
 4. Take a video of yourself and use the feedback to correct any wrong positions.

Example Vowels to Practice:

- /i:/ as in *see* (tongue high, lips spread)
- /u:/ as in *blue* (tongue high, lips rounded)
- /æ/ as in *cat* (tongue low, lips spread)
- /eɪ/ as in *say* (smooth glide between vowels)

3.7 Minimal Pairs for Vowel Sounds

- **Objective:** Distinguish between English vowel sounds that are similar but different.
- **Instructions:**
 1. Pay attention to minimum pairs of words (*sit* vs. *seat*, for example) where the sole difference is in the vowel sound.
 2. Repeat these pairings several times, focusing on the length and quality of the vowels.

3. Using every word from the minimal pairs, create your own sentences and practice pronouncing them with ease.

Example Pairs:

- *bet* (/e/) vs. *bit* (/ɪ/)
- *cot* (/ɒ/) vs. *caught* (/ɔ:/)
- *full* (/ʊ/) vs. *fool* (/u:/)