

APPENDIX A. Sample class focusing on the teaching of the voiced and voiceless sound of theta.

/ θ / VS. / ð /

Objectives:

- To recognize the manner of articulation of the voiced and voiceless sounds of theta.
- To practice and improve the production of the sound / θ / in initial position followed by a vowel.
- To practice and improve the production of the sound / θ / when followed by a consonant.
- To practice and improve the production of the sound / θ / in the middle of words.
- To identify the difference between / θ / and / ð / by the use of minimal pairs.
- To correctly identify and produce both sounds in unplanned conversation.

Material:

Copies of exercises from the following resources:

- a) Lane, L. (1993). *Focus on Pronunciation. Principles and Practice for Effective communication.* Columbia University. (pp. 62-64)
- b) Hewings, M., Goldstein, S. (1998). *Pronunciation plus- (student's book).* Cambridge University Press. (pp. 24-27)

Activities:

Pronunciation Instruction

- 1) Teacher (T) shows students (ss) a diagram which represents the human head, seen from the side (Celce-Murcia, et al., 1996, p. 43). The purpose is to get ss acquainted with the articulators that it will be referring to throughout the sessions.
- 2) T shows the visual for the representations of the 'th' sound in the IPA.
- 3) T shows the manner and place of articulation of the voiced and voiceless sound of theta. T stresses the differences between voiced and voiceless by placing her hand in front of her mouth in order to feel the aspiration. Ss practice the sounds along with T.
- 4) Input / receptive skills. T and ss go through the first activity from Lane (1993, p. 62). They notice the / θ / sound in initial, middle and final position. Ss will utter the words and will be corrected only if needed.
- 5) The same procedure for the / ð / sound.
- 6) Idioms and expressions are introduced. They are read by ss and they are encouraged to come up with a sentence. Ss will use the idioms on the exercise provided below (Lane 1993, p.62)
- 7) T presents a new list of words (Hewings 1998, p.25) which contain the target sounds. Ss are encouraged to make up a story by trying to use those words as well as the idioms that were revised.
- 8) Homework: from Hewings pages 26-27.