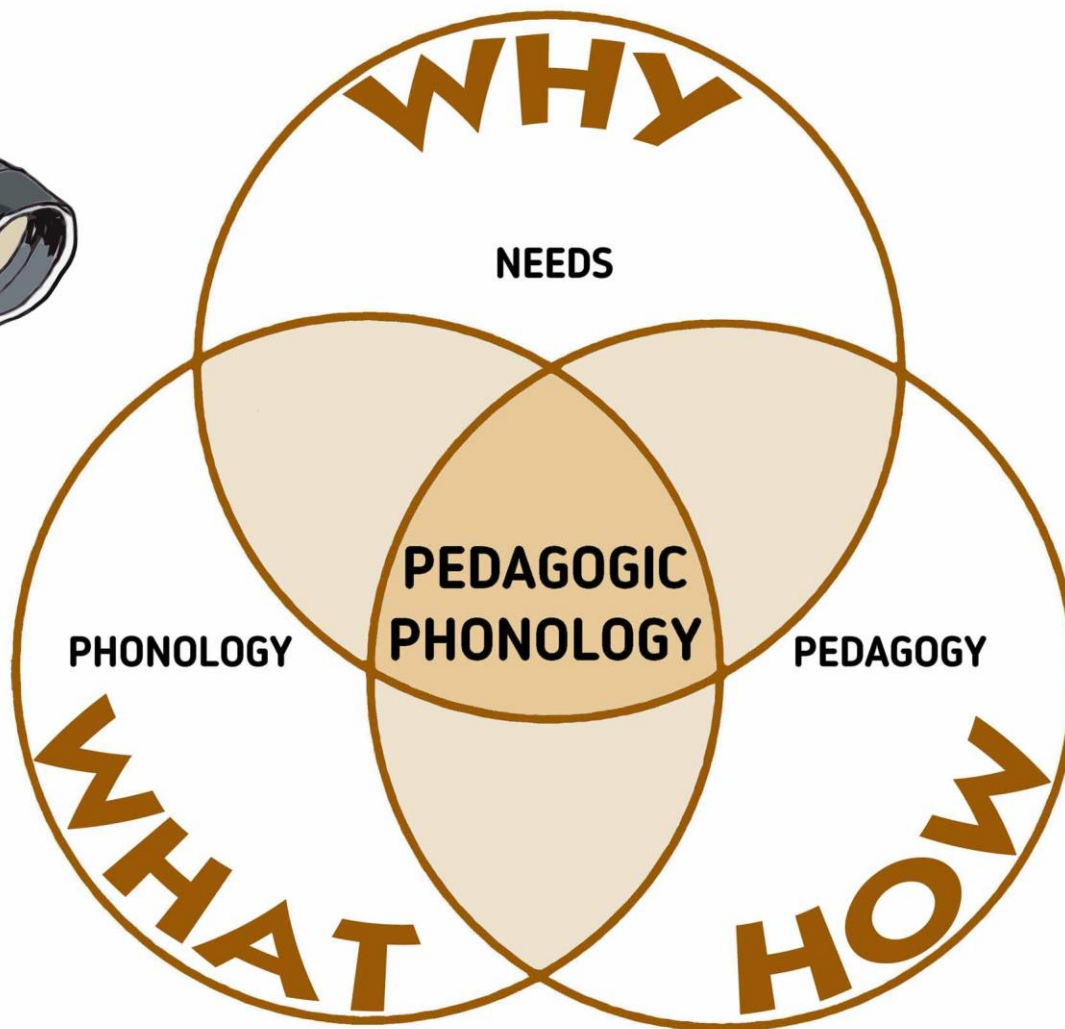


Remember the three things!



A car analogy.



A. ESSENTIAL

**motor
wheels**

B. SUPERFICIAL

**paint colour
streamlining**

C. ACCIDENTAL

**scratches
dents**

Phonology: it's not all equally important.

A. ESSENTIAL	B. SUPERFICIAL	C. ACCIDENTAL
phonemes syllables tonic stress	weak forms elision assimilation linking schwa	stretchings hyper- contractions tongue-trips

And what about accents?



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A product-oriented approach.



A process-oriented approach.



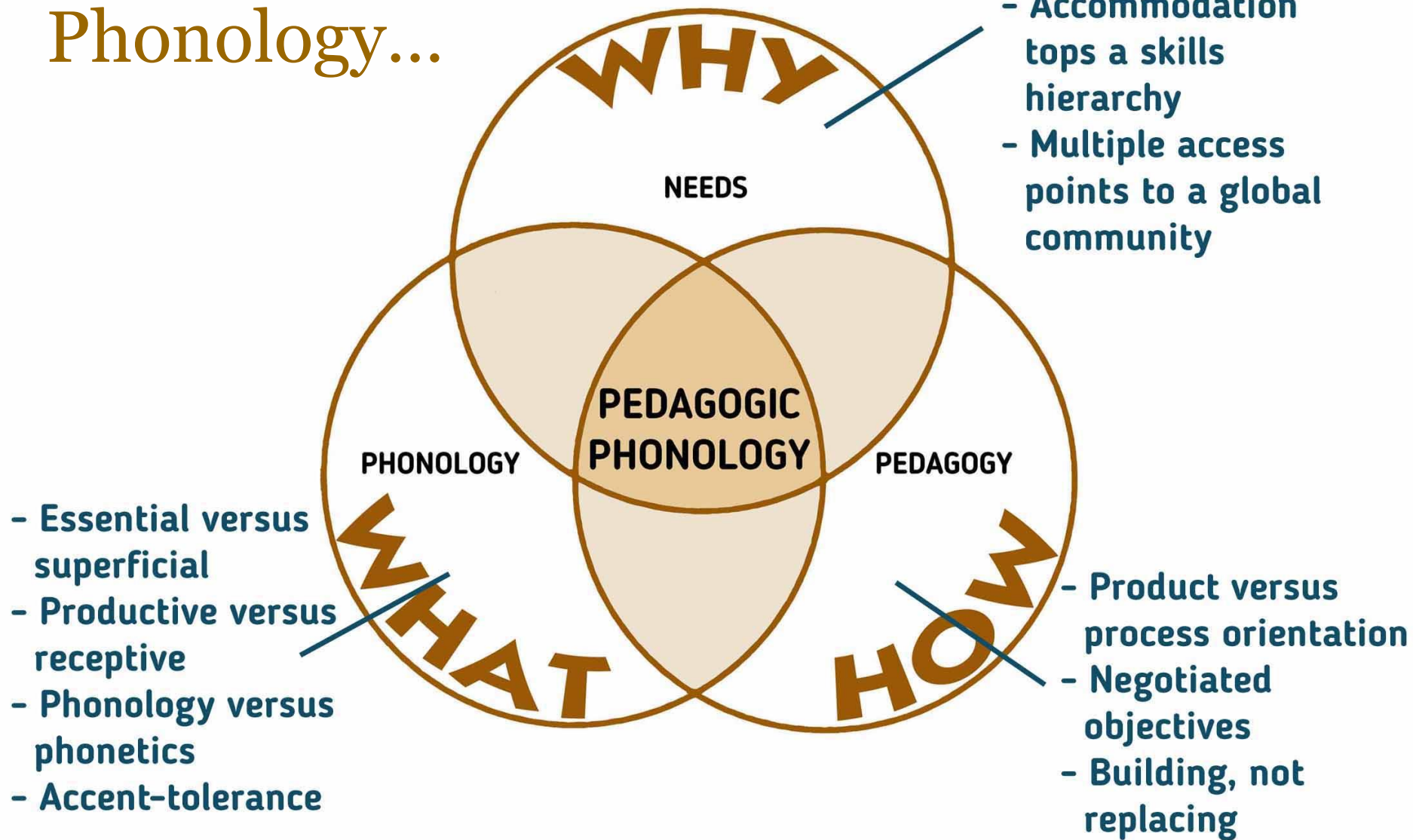
Into the classroom...

One **morning** my **flatmate** **Greg**
Got **up** and **fried** an **egg**
Then **went** for a **jog**
Fell **over** a **dog**
And **returned** with a **bite** on his **leg**

A. FOCUS	B. OTHER	C. RECEPTIVE	D. ACCENT
consonant /g/	stressed / unstressed -ed ending u before r	weak forms, schwa linking assimilation	'r' after a vowel short 'o' (GB, GA)

From Hancock, M. (2017) *PronPack 4* Hancock McDonald ELT

Towards a Pedagogic Phonology...



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<http://hancockmcdonald.com/talks>

Email

mark@hancockmcdonald.com

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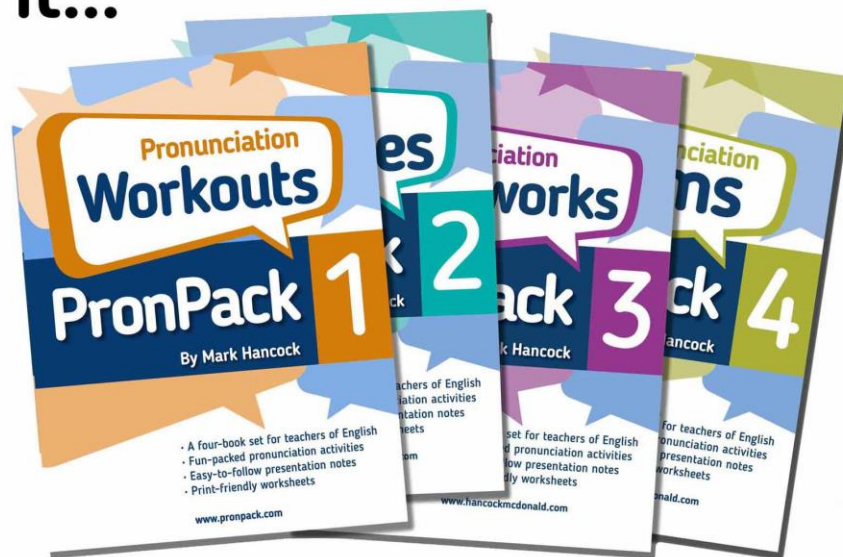
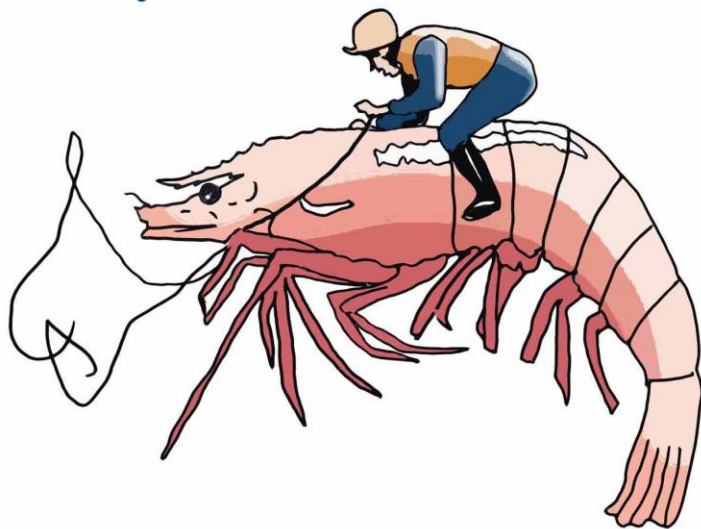
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It depends how you say it...

a prawn-back



b PronPack