

**THE ROLE**

**OF**

**‘CUED ARTICULATION’**

**IN THE**

**CLASSROOM**

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## THE ROLE OF CUED ARTICULATION IN THE CLASSROOM

Cued articulation is extremely useful for developing skills in articulation, language and literacy in the classroom. Through visual and kinesthetic information it codes the three distinctive features of our sound system-voice, place and manner and uses this to supplement and develop a student's auditory skills and to associate sounds with letters.

Cued articulation is applicable at all age levels, including when working with adults, and with students with a range of difficulties including impairment of articulation and/or language, hearing impairment or difficulties due to learning English as a second language.

\*See separate handout 'Cued articulation and the E.S.L. student' for specific ways that cued articulation can assist these students.

Cued articulation can be used to assist students in three main areas:

### 1. ARTICULATION

Children with articulation difficulties may experience problems discriminating between the sound/s which they cannot produce and the sounds which are acoustically and/or visually similar, even when listening to these sounds articulated by another person.

'Cued articulation' enables the classroom teacher to assist students who are having difficulty with certain sounds in the following ways:

- learning to **discriminate** between the incorrect sound and the correct sound
- cueing the student to **use a sound** in certain frequently occurring key words in the classroom. This may be sufficient to allow transfer of the correct sound to other words.
- cueing a student who uses a sound some of the time to use the sound in a greater range of contexts.
- encouraging a student who is very difficult to understand to sign the first sound of key words to assist others in understanding.
- to learn how to say words correctly as new vocabulary is introduced.

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## 1. ARTICULATION **continued.**

- breaking multisyllable words up into their smaller parts using pauses and cued articulation to signal the sound at the beginning of each syllable.

\* Cued articulation can help students who speak too quickly resulting in slurred or indistinct speech, as it usually has the effect of slowing down the speaking rate. It also helps make students more aware of sounds and the need to speak slower to be understood.

- to be able to display a range of phonemic awareness skills eg. identifying the sound at the beginning or the end of a word even though the student may not be able to produce the sound.

## 2. LANGUAGE

### 2.1 GRAMMATICAL MARKERS

**In English many grammatical rules are marked by the use of the following sounds in the final position of words - /s /, /z /, /t / and /d /.**

Students with delayed language often have difficulty with rules involving these sounds and they can be given practice with these rules using 'cued articulation' either in specific activities or as they come up in context in the classroom.

The following grammatical rules are marked using these sounds:

- possessive nouns eg. Sam's hat. This is pronounced as:

/s / when the final sound in the word is voiceless eg Pat's bag

/z / when the final sound in the word is voiced eg Sam's's hat  
Fido's bone

- third person singular eg. writess, runss. This is pronounced as:

/s / when the final sound in the word is voiceless eg He writess

/z / when the final sound in the word is voiced eg She runss,  
She seess

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### 2.1 GRAMMATICAL MARKERS Cont.

- regular plurals are pronounced as:

/s / when the final sound in the word is voiceless eg cats

/z / when the final sound in the word is voiced eg beds, bays

/z / when the noun is made plural by adding the syllable 'es' eg.  
houses

- the contracted form of the verb 'to be'

eg. "He's big", "He's running", "She's eating a sandwich

- regular past tense 'ed' ending. This is generally pronounced as:

/t / when the final sound in the word is voiceless eg. jumped is heard as  
'jumpt'.

/d / when the final sound in the word is voiced eg. tagged is heard as  
'tagd'.

/d / when the past tense form is made by adding a syllable eg. lift- lifted

\* In connected speech these distinctions become much subtler and more difficult to hear, due the coarticulation effect of the following sound.

### 2.2 LEARNING ABOUT AUXILIARIES AND WORD ENDINGS

**Highlighting the final sounds in the following often helps students to remember to use these grammatical forms.**

the copular 'is' and 'am',

the auxiliaries 'is' and 'am'

the present tense 'ing' ending on verbs eg. running, jumping etc.,

### 3. LITERACY SKILLS

**Cued articulation can be used to supplement teaching in a range of literacy skills in the classroom. The knowledge gained from a ‘cued articulation’ course can also be used to develop auditory skills in novel ways.**

Young children often learn more effectively if allowed to learn using visual and kinesthetic cues. It assists these student to learn in his/ her preferred style and to integrate this information with information from the other sensory modalities.

It assists the child who has impaired auditory processing skills who is not able to learn effectively or at all through the auditory channel.

The use of ‘cued articulation’ is particularly useful in the following areas:

#### 3.1. TEACHING CHILDREN ABOUT SOUNDS

Many of the concepts about sounds from the Auditory Discrimination in Depth Program can be used with ‘cued articulation’ to enhance its’ potential in the classroom even further.

- Teaching the concept that many of our sounds can be thought of as brothers ie. they differ only in whether they are voiced or voiceless’ eg. lip poppers /p / and/b /.
- other sounds are related but not so closely and we call these sounds cousins. eg. the nasal sounds /m /, /n / and /ng /.
- by giving children labels to describe sounds we have a very powerful way of categorizing the similarities and differences among sounds.

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### 3.2. RHYMING

Rhyming refers to the concept that rhyming words end with the same sound or group of sounds.

- It is important to teach this initially without reference to the written word. The written word may have the same letter pattern at the end of the
- word and not necessarily rhyme or words which may rhyme may be spelt quite differently.

Cued articulation can be used to explore ‘onset and rime’ and to signal the sounds at the end of the word.

### 3.3. ALLITERATION.

Alliteration is the process of thinking of words which begin with the same sound.

Cued articulation is used to signal the first sound in each word.

eg. **Popcorn popping ppp**

The ‘Cued Articulation Songbook’ and ‘The Singing Alphabet’ by Libby Love and Sue Reilly, is a fun way to introduce students to this skill.

Alternatively, each student can choose a sound to make up an alliterative sentence about and to illustrate. These are then all assembled into a class book.

### 3.5. ANALYSIS OF SOUNDS IN WORDS.

Analysis of sounds in words involves the ability to identify the initial, medial and final sounds in words. Later students learn to identify sounds in two and three element blends.

See the following resources for classroom activities to teach children about sounds using cued articulation.

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### 3.5. ANALYSIS OF SOUNDS IN WORDS cont.

- **Cued Articulation. Teaching children about sounds Prep-2.**

By Fiona Balfe. Self published Ph. (03) 9598-4994

- **Cued Articulation. Practical classroom activities.**

By Western Region Cued Articulation Group

### 3.6. BLENDING AND SEGMENTATION

In segmentation and blending activities care is needed that students do not add the neutral vowel to sounds, particularly after voiceless consonants ie. it /p/ not “per”.

In segmenting words single syllable words, cued articulation can be used as the whole word is said. The process is then repeated as each sound in the word is prolonged/stretched out. Finally the individual sounds are signed as they are pronounced.

In blending the procedure can be followed in reverse, however plosive sounds may need to stretched to make this task easier. eg c -a - t   ccc- aaa-  
ttt   cat.

### 3.7. SOUND: SYMBOL RELATIONSHIPS

The colour coding and the coding of the sound as voiceless or voiced using one or two lines respectively assists children to remember when a word is not following direct sound:symbol rules.

### 3.8. MANIPULATING SOUNDS IN WORDS.

This involves the ability to conduct a number of processes on words. These are the processes of addition, deletion, substitution, repetition and shift of sounds.

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### 3.8. MANIPULATING SOUNDS IN WORDS cont.

The following resources for contain classroom activities to teach children about these processes:

- **A Sound Way.** Phonological awareness - Activities for Early literacy. By Libby Love and Sue Reilly. Published by Longman Australia.
- **The Auditory Discrimination in Depth Program** by Charles H. and Patricia Lindamood. Pro-Ed, 1992

### 3.9. SPELLING AND READING.

‘Cued Articulation’ can be used with any spelling and reading program.

- Colour coding can be used to assist students having difficulty with particular sounds or spelling patterns.
- Cued articulation and the labels used in the classroom for the sounds eg. noisy lip popper can be used as a way of discussing any errors. This develops the student’s ability to analyse and then self correct errors.
- Some programs eg. the THRASS program directly explore the relationship between phonemes/sounds and letters and ‘cued articulation’ can assist students in learn about these spelling patterns of English.

In the THRASS program students are taught the Phoneme-Grapheme Principle (PGP) which states that the phonemes of English may be represented by different letters and different combination of letters.

Students learn about the three spelling patterns of English.

- ie.
- a graph means that one letter represents one phoneme/sound.
  - a digraph means that two letters represent one phoneme/sound.
  - a trigraph means that three letters represent one phoneme/sound.

Eg. the phoneme /k/ can be represented by c, k, ck, ch, and q



## APPENDIX

### RESOURCES.

In addition to resources you already have you will find the following useful:

- **Cued Articulation** by Jane Passy. Australian Council for Educational Research (ACER). Australia. Phone (03) 9277 5555  
Fax. (03) 9277-5678
- **Cued Vowels** by Jane Passy. Australian Council for Educational Research (ACER). See above.
- **The Auditory Discrimination in Depth Program** by Charles H. and Patricia Lindamood. Pro-Ed, 1992. Australian Council for Educational Research (ACER). See above.
- **Cued Articulation. Teaching children about sounds Prep-2.**  
By Fiona Balfe. Self published. Australia Ph. (03) 9598-4994

OR write to:

15a Ebdon Avenue.

Black Rock, Victoria. Australia 3193

- **Cued Articulation Wordlist**  
By Fiona Balfe. Self published Ph. Australia. (03) 9598-4994. See above.
- **The Role of Cued Articulation with the E.S.L. student.**  
By Fiona Balfe. Self published Ph. Australia. (03) 9598-4994. See above.
- **Implementing Cued Articulation in the Classroom.**  
By Fiona Balfe. Self published Ph. Australia(03) 9598-4994. See above.

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### **RESOURCES cont.**

- **Suggestions for Eliciting Vowels.**  
By Fiona Balfe. Self published Ph. Australia. (03) 9598-4994. See above.
- **The Slow Clear Talking Program.**  
By Fiona Balfe. Self published Ph. Australia. (03) 9598-4994. See above.
- **Cued Articulation. Practical classroom activities.**  
By Western Region Cued Articulation Group.
- **A Sound Way.** Phonological awareness - Activities for Early literacy. By Libby Love and Sue Reilly. Published by Longman Australia.
- **Sounds Abound.** Listening, Rhyming and Reading. By Hugh Catts and Tina Vartiainen. Published by LinguiSystems.
- **The THRASS Program. Teaching Handwriting Reading and Spelling Skills.**  
THRASS Australia Pty Ltd. Fax: Australia (08) 9244-4044
- **Sounds like Phonics.**  
By Wendy Harris. Published by Learning Solutions.  
These phonographic workbooks which teaches the common letter combinations for the twenty common consonant sounds and twenty of the twenty three standard English pure vowels.