

The Consonant L In Initial and Final Positions

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Problem

After teaching Island children with ITA, I have encountered some speech problems. The most pronounced difficulty appears in their oral speech patterns as well as their written expression when they use the consonant "l". The usual substitutions are "y" and "w", i.e., "yady" or "wady" for lady and in the final position i.e., "needoe" for needle.

Solution

1. Hearing the "l" sound in initial and final positions. Use minimal pairs to give practice in hearing the sound.

lace	race	fee	feel
lock	rock	see	seal
load	road	nie	nile
loot	root	tie	tile
lamb	ram	coo	cool
lake	rake	Fay	fail
led	red	gay	Gayle
lead	read	nay	nail
lip	rip	say	sale
let	yet	caw	call
lard	yard	cow	cowl
lip	yip	sad	saddle
lap	yap	need	needle
less	yes	rip	ripple
least	yeast	nip	nipple
late	wait	peep	people
lake	wake		
lend	wend		

2. Recognize the sound.

a. Pass out picture cards with "l" words. Children say their word and place in a pocket chart that has two words; first last

b. Letter Game, choral speaking and solo parts. Use same picture cards but place in envelopes and envelopes go into a bag.

ALL: Mr. Mailman, please look in your bag and see if you have a letter, a letter for me. Mailman passes out envelopes and each will say the name of his picture.

"My letter has a picture of a lamb, pencil, needle, etc."

c. Pantomime sentences explaining what you are doing--then pantomime again and have class tell what you did. Listen for "l" word in the sentence.

Sit up tall.

Point to the wall.

Look at the light.

Lift something.

Climb a ladder.

Close the door.

Clap your hands.

Blink your eyes.

Mrs. Maybelle Chong of Kaneohe (Hawaii) Elementary School, realizing the difficulty that many of our Pacific students have in producing the English /l/, wrote and demonstrated the following lesson for one of the CCH summer school sessions.

d. Jungle Game.

One child says "I saw a lion in the jungle." The next child adds an animal, insect, or bird to the first child's. Observations must contain "l". This is an excellent memory drill. Continue as far as your children are able. It may be a good idea to have pictures of the following to help you:

owl	leopard
fly	lizard
wolf	turtle
oriole	eagle
lion	owl

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butterfly	caterpillar
elephant	squirrel
camel	firefly
alligator	wolf
	fly

3. Producing the sound.

The use of a mirror will be most helpful in showing the position of the tongue. Let the jaw drop down to the position of "ah". Raise the top of the tongue to press lightly against the ridge back of the upper teeth (alveolar).

Use the language master to hear and practice sentences that have the final "l" in words:

1. I smell food that is cooking.
2. Can you tell me a story?
3. We have a new automobile.
4. Walk down the hall quietly.
5. Here is the bill from the doctor.
6. Your face looks pale.
7. Be careful when you cross the street.