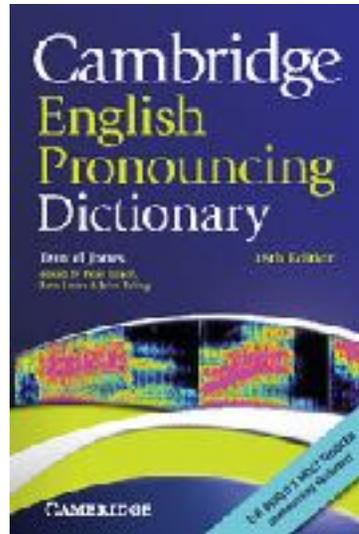


Pronunciation teaching then and now



To celebrate the 100th anniversary of the publication of Daniel Jones' landmark *English Pronouncing Dictionary*, we are exploring a century of trends and changes in pronunciation teaching through a day of talks and workshops. We are grateful to Cambridge University Press for sponsoring this day.

Timetable

10.00 – 10.30	Introductions
10.30 – 11.30	<i>Pronouncing Dictionaries: Keeping up with the times</i> Peter Roach and Jane Setter
11.30 – 12.00	Break
12.00 – 13.00	<i>Pronunciation teaching: looking back, looking forward</i> Catarina Pontes
13.00 – 13.30	Open space – facilitated by Wayne Rimmer An opportunity to share pronunciation activities
13.30 – 14.30	Lunch
14.30 – 15.30	<i>Pronunciation Teaching Then And Now</i> Robin Walker
15.30 – 16.00	Break
16.00 – 16.45	<i>From diagnostics to Diapix: modes and methods of pronunciation assessment</i> Gemma Archer

16.45 – 17.00	Cambridge University Press & pronunciation materials Ian Cook Round up and Questions & Answers
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A Celebration of Pronunciation – save the date!

All PronSIG PCE attendees will be receiving an invite to celebrate 100 years of the *English Pronouncing Dictionary* with Cambridge University Press. We will be holding an early evening event, with drinks and nibbles, from 6:30pm to 8:00pm on **Tuesday 4 April** at the Glasgow Science Centre, a five-minute walk from the IATEFL conference venue. A reminder with full details will be sent nearer the time of the conference and invites will be distributed at the PCE.

Pronouncing Dictionaries: Keeping up with the times

Peter Roach and Jane Setter

English pronunciation is continuously evolving, and pronunciation teaching materials, particularly pronunciation dictionaries, have to be updated to keep pace. We can look back over 100 years of the EPD and see how this has been done. An interesting case is that of changes in word stress. How do we make the decisions on changes, and what changes will we have to deal with next?

Peter Roach



Peter taught at the Universities of Leeds and Reading. He is the author of *English Phonetics and Phonology* (Cambridge University Press) and has been the principal editor of the *Cambridge English Pronouncing Dictionary* (in succession to Daniel Jones and A.C. Gimson) from the 15th edition to the present (18th) edition. He has been Emeritus Professor of Phonetics at the University of Reading since his retirement.

Jane Setter



Jane is Professor of Phonetics at the University of Reading and a Senior Fellow of the UK Higher Education Academy. Her research interests are in phonetic and phonological aspects of Hong Kong English, speech prosody in clinical populations and English pronunciation and phonetics teaching and learning. She has presented at conferences and published in these areas, but is probably best known as the co-editor of Daniel Jones's *English Pronouncing Dictionary* (18th Edition 2011, Cambridge University Press).

Pronunciation Teaching Then And Now

Robin Walker

The last fifty years have seen major changes in ELT. But to what extent has pronunciation teaching moved with this evolution? In this session I'll answer this question by reviewing the theories of language and learning that have shaped our profession, and revealing how these have provided us with the goals, models and activities for yesterday and today's pronunciation teaching.



Robin is a freelance teacher, teacher educator, and materials writer. He has been in ELT for over 30 years, and regularly collaborates with Trinity College London, and Oxford University Press. His main interests are teacher education and pronunciation, a subject on which he has published numerous articles. In 2010 he published *Teaching the Pronunciation of English as a Lingua Franca*, a title in the OUP Handbooks for Language Teachers series.

Pronunciation teaching: looking back, looking forward

Catarina Pontes

In this workshop, participants will be invited to compare and contrast their experience with pronunciation teaching in the past and today, and will have the chance to share how the changes have impacted their practice. A discussion on pronunciation priorities will be suggested, and

participants will also be invited to critique materials based on their teaching contexts and their learners' needs.



Catarina Pontes is a teacher trainer and course designer at Cultura Inglesa São Paulo. A DELTA holder and an ICALT tutor, she is a member of the PronSIG committee and currently the President of the Braz-TESOL São Paulo Chapter. She is also the co-author of *Getting into Teacher Education: a Handbook* (National Geographic Cengage Learning).

From diagnostics to Diapix: modes and methods of pronunciation assessment

Gemma Archer

Priorities and methods in pronunciation assessment have been subject to significant change in the last century. However, the question of how we should be assessing our learners is something which can divide and confuse. In this workshop, a variety of methods (both old and new) for evaluating pronunciation will be provided, facilitating group discussion of their merits and drawbacks.



Gemma holds a CELTA, Dip TESOL and a Master's of Research in English Language and Linguistics. She has taught in the UK, Ireland, Italy and the Middle East, but has been a teacher of English for Academic Purposes at the University of Strathclyde in Glasgow for the last seven years. Her particular areas of interest are pronunciation for academia, English as a Lingua Franca, and regional accents, in particular Scottish Standard English.