<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>09.30 – 10.00</td>
<td>Registration</td>
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<tr>
<td>10.00 – 10.15</td>
<td>Welcome</td>
<td>Prince of Wales</td>
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<tr>
<td>10.15 – 11.15</td>
<td>David Crystal &amp; Ben Crystal  Dealing with Accents</td>
<td>Prince of Wales</td>
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<td>11.15 – 11.30</td>
<td>Break</td>
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<td>11.30 – 12.30</td>
<td>Parallel workshops</td>
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<td></td>
<td>Tatiana Skopintseva  Pronunciation Gymnastics for Non-Native Presenters in English</td>
<td>UG 7 &amp; 8</td>
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<td></td>
<td>Simon Andrewes  Accentuate the positive: positive approximation and the lingua franca core</td>
<td>UG 1 &amp; 2</td>
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<td>Mark Hancock  Doing things with sounds  Practical pronunciation activities for your classroom</td>
<td>Prince of Wales</td>
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<td>12.30 – 13.00</td>
<td>Lunch</td>
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<td>Mini presentations</td>
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<td>Linda Ruas  &quot;Radical phonology&quot;: protest chants - a meaningful context for improving sounds and suprasegmentals</td>
<td>UG 5</td>
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<td>Paul Carley  An UnhappY Vowel: Is our Transcription Fit for Purpose?</td>
<td>UG 5</td>
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<td>13.00 – 14.15</td>
<td>Parallel sessions</td>
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<td>Cornee Ferreira  What to imitate? Between the native-speaker model and the lingua franca core.</td>
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<td>Charlotte Haenlein  Ideas for embedding pronunciation work in everyday classroom topics at lower levels</td>
<td>UG 1 &amp; 2</td>
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<td>14.15 – 14.30</td>
<td>Break + Ruth Hayman Trust Raffle Draw</td>
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<td>14.30 – 15.15</td>
<td>Parallel workshops</td>
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<td>Judy Kirsh &amp; Karen Dudley  Pronunciation for integration: stress, rhythm and intonation</td>
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<td>Wayne Rimmer  Designing pronunciation materials</td>
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<td>15.20 – 16.20</td>
<td>Adrian Underhill  Proprioception in learning new sounds, words and connected speech</td>
<td>Prince of Wales</td>
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<td>16.20</td>
<td>Closing</td>
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Saturday February 21st 2015
British Council, Spring Gardens, London

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Plenaries

David Crystal & Ben Crystal: Dealing with accents
David and Ben Crystal reflect on some of the issues that arose when writing their recent book, *You Say Potato: A Book About Accents*, and report what has been happening on the associated website, yousaypotato.net.

David Crystal
David Crystal works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. He published the first of his 100 or so books in 1964, and became known chiefly for his research work in English language studies. His books on English phonetics and phonology include *Prosodic Systems and Intonation in English* and *The English Tone of Voice*. David is currently Patron of IATEFL. He received an OBE for services to the English language in 1995 and was made a Fellow of the British Academy (FBA) in 2000.

Ben Crystal
Ben Crystal, actor, writer and producer, is the co-writer of Shakespeare’s Words (Penguin 2002) and *The Shakespeare Miscellany* (Penguin 2005) with his father David Crystal. His illustrated Dictionary of Shakespeare for OUP, co-authoring again with his father, will be published in April 2015. Ben gives workshops on performing Shakespeare around the world, and some of this work can be viewed at www.passioninpractice.com

Adrian Underhill
Adrian works as a trainer, consultant, writer and speaker. He is a past President of IATEFL, a current IATEFL ambassador, and series editor of Macmillan Books for Teachers. He is interested in how we learn and how we organise ourselves, and he is currently exploring improvisation as a methodology of learning.

Adrian Underhill: Proprioception in learning new sounds, words and connected speech.
Pronunciation and speaking are physical activities. Proprioception is the internal awareness of the position of parts of the body and the effort employed in a movement. I will look at how to use proprioception as a guiding principle in language learning, how to enable learners connect with the muscles that make new sounds, and how to use ‘easy’ sounds to find ‘difficult’ ones.
Presentations
Linda Ruas  "Radical phonology": protest chants - a meaningful context for improving sounds and suprasegmentals
Bored of meaningless drilling and minimal pairs? Get learners to generate their own protest chants about global justice topics – influenced by Paulo Freire’s literacy ideas. “Before” and “after” videos and prezi to show how effective this approach was with ESOL learners at an FE college. In highly meaningful contexts, learners improved clarity of sounds and awareness of stress and intonation.

Paul Carley  An UnhappY Vowel: Is our Transcription Fit for Purpose?
In 1978, the Longman Dictionary of Contemporary English introduced the innovation of indicating the final vowel in words such as happy with the symbol <i>. This usage was adopted and extended by pronunciation dictionaries and is now standard in TEFL materials for British English. I argue that this practice is unbenefficial for practical pronunciation teaching purposes.

Workshops
Tatiana Skopintseva  Pronunciation Gymnastics for Non-Native Presenters in English
The workshop will demonstrate how to fine-tune body and voice for speaking in public and teach how to make it quick, effective and funny. We will share a complex of the best relaxation, breathing, and diction exercises gained during teaching pronunciation and presentation skills to Russian learners and Russian pronunciation to English learners.

Simon Andrewes  Accentuate the positive: positive approximation and the lingua franca core
Phonemic approximation is the strategy of turning to a sound in the L1 to substitute a similar sound the learner is trying to achieve in the target language. It is an effective strategy because there are a number of phonemes that different languages share. Sometimes the strategy fails. What happens then is what we deal with in this workshop/talk.

Mark Hancock  Doing things with sounds  Practical pronunciation activities for your classroom
Each language has a repertoire of sounds which are used to make meaningful distinctions. When teaching the sounds of English, we need to keep that practical purpose in mind. In this workshop, we will try out classroom materials which are fun, but also highlight how pronunciation can make a difference in meaning. Participants will have the materials to take away.

Cornee Ferreira  What to imitate? Between the native-speaker model and the lingua franca core.
The aim of teaching pronunciation cannot be to sound like a native-speaker. For learners who are non-native speakers, this aim is unrealistic. Could becoming intelligible be a suitable aim then? And is it possible to reach this aim without imitating the native-speaker model? Case studies from a Dutch project with adult learners will be used to explore these issues together.

Roslyn Young  The Silent Way approach to teaching pronunciation, illustrated using French
Listen and Repeat is the usual way to teach pronunciation. Silent Way is an example of the alternative, the articulatory approach, which I will demonstrate by teaching you French pronunciation. You will see how everyone, whatever their level, will make good progress, and you will discover how you can teach English pronunciation better.
Charlotte Haenlein  Ideas for embedding pronunciation work in everyday classroom topics at lower levels
Most teachers would agree that students benefit from being introduced to the basics of pronunciation early. What is generally missing at the lower levels are simple, jargon-free resources which can easily be slotted into other language work. To address this need, the workshop introduces a topic-based approach, with activities focusing on familiar everyday contexts and environmental print to provide enjoyable multisensory practice and build confidence.

Judy Kirsh & Karen Dudley  Pronunciation for integration: stress, rhythm and intonation
Understanding the supra-segmental aspects of pronunciation and, more importantly, how to teach them, represents one of the biggest challenges for many ESOL teachers. Yet, using appropriate stress, rhythm and intonation is vitally important for ESOL learners who are settling in the UK and who need to communicate on a daily basis.

Catarina Pontes  Putting sounds together: practical pronunciation activities for the English classroom
In this workshop, practical ideas on how to work with pronunciation (both at segmental and suprasegmental levels) will be shared and analysed. Participants will try out the suggested activities, discussing possible adaptations for their contexts. This exchange aims at broadening their pronunciation teaching repertoire, helping them create a bag of ideas that can be easily resorted to in their lessons.

Piers Messum  What to teach before you teach sounds
Just as a gardener prepares the ground before planting seeds, it pays to prepare our students’ mouths before teaching sounds. English speakers have distinctive ways of controlling their breath, holding the tongue, etc. We will work through four exercises for learning these basic actions and settings, so that students move out of L1 and even difficult sounds come naturally.

Wayne Rimmer  Designing pronunciation materials
There are many challenges in adapting or creating pronunciation materials appropriate for learners in terms of goals and methodology. The former should be specific to learners’ needs, for example their L1 background; the latter should offer some element of affect and personalisation. A practical run through the stages of material design will illustrate key principles and considerations.

Presenters

Simon Andrewes has four decades of TEFLing, covering a wide range of teaching contexts, with learners of all ages, at all levels, and with a variety of needs, including: EAP, exam preparation (B1-C2), skype-teaching, teacher training, and academic management. His current main professional interests are assessment and feedback; and English as a Lingua Franca.
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Paul Carley is lecturer in English language and linguistics at the University of Bedfordshire. His research interests include the development of phonetic studies in the UK and the role it has played in the history of TEFL.

Karen Dudley has worked in ESOL for nearly 30 years as a teacher, teacher-trainer, materials writer, researcher and project manager. She is currently leading the ‘Active Citizenship and English’ (ACE) and ‘Parents’ Integration through Partnership’ (PIP) projects with Learning Unlimited. She is a Director for Learning Unlimited, a trustee for the UK Bangladesh Education Trust and a member of NATECLA.

Cornée Ferreira is a teacher educator who has taught English pronunciation and phonetics to adults for more than thirteen years. She has taught in South Africa and the Netherlands and holds a MA in ELT from the University of Reading. She presented research projects at the IATEFL conferences in Liverpool and Harrogate.

Mark Hancock started teaching English in 1984. He's worked in Turkey, Britain, Brazil and Spain. In 1996 he completed his Masters in Teaching English with Aston University. He's written books including Pronunciation Games and English Pronunciation in Use (CUP), and with Annie McDonald he's written English Result (OUP), Authentic Listening Resource Pack (Delta) and created the ELT resources website hancockmcdonald.com.

Charlotte Haenlein is an ESOL tutor (MA) with 25 years experience in community-based ESOL, Family Learning + private EFL teaching. Her publications include a citizenship resource book and a family basic skills teaching manual. Materials development work includes pronunciation for lower levels; basic literacy embedded in crafts activities. She was the winner of the Learning + Skills Council’s ‘Most Imaginative Learning Resources’ national award (2003).

Judy Kirsh has worked in the field of ELT for nearly 30 years during which time she has been a teacher, teacher-trainer, external examiner and materials writer. More recently, she has been working on the ‘Active Citizenship and English’ (ACE) project with Learning Unlimited. She is a trustee and management council member of NATECLA.

Piers Messum teaches English freelance in London, having previously taught in Japan and France. He taught English pronunciation at the University of Paris III. He has a PhD on how pronunciation is learnt by children and adults from the Department of Phonetics at University College London.

Catarina Pontes is a teacher, teacher trainer, course designer, ICELT tutor, and Cambridge English Language Assessment Speaking Examiner and Team Leader at Cultura Inglesa São Paulo. A DELTA holder, with a BA in Languages, Translation-Interpreting, she is also a conference speaker and has published articles on ELT and EFL.
Linda Ruas, MA, runs the Easier English wiki: http://eewiki.newint.org/index.php/Main_Page to get ELT learners developing reading and vocabulary with global justice articles. She also trains teachers and teaches ESOL at Greenwich Community College, London. She has trained teachers in Brazil and Japan and is a member of both NATECLA and IATEFL.

Tatiana Skopintseva is Chair of the Humanities and Languages Department at New Economic School in Moscow, an author of publications on English phonetics, dialectology, sociolinguistics. She earned her Ph.D. and Assistant Professor degrees from Moscow State Linguistic University where she taught English phonetics for TEFL undergraduates and graduates, for students of other majors (economists, lawyers), and for Russian in-service teachers.

Wayne Rimmer is Coordinator of PronSIG and active in teaching, training and materials design. Most recently, he has written pronunciation material for the forthcoming Empower coursebook series (Cambridge University Press).

Roslyn Young is a teacher and teacher trainer. She has integrated work on pronunciation into all her teaching for more than 40 years, mostly at the Centre de Linguistique Appliquée at the University of Franche-Comté in Besançon, France. She completed a PhD in the teaching of languages in 1990.

Forthcoming events

IATEFL PronSIG PCE Practical Pronunciation Teaching, Friday 10 April 2015
Pronunciation matters. All the grammar and vocabulary in the world won't help you if no one can understand what you are saying. Most teachers realise this but many lack the tools and perhaps confidence to do pronunciation justice. This PCE addresses the day-to-day issues of pronunciation teaching from different perspectives, all firmly anchored in the classroom setting. If you are an experienced instructor, you will refresh your teaching and be encouraged to share your knowledge and views. If you are new to the profession or ideas presented, the PCE will offer you a snapshot of best practice as demonstrated by experts in the field. Reigster at http://www.iatefl.org/annual-conference/manchester-2015#

Forthcoming NATECLA London event – AuctionAid2! A fund raising event in Aid of the Ruth Hayman Trust – May 2015 – details will be published on www.nateclaldn.wordpress.com

NATECLA National Conference at the end of June in London (Queen Mary University). Details will be appearing on the national website very shortly
http://www.natecla.org.uk/content/468/NATECLA-Conferences
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The Ruth Hayman Trust (www.ruthhaymantrust.org.uk) gives small grants mostly for course and exam fees to adults who have come to settle in the UK and whose first language is not English. The Trust can also help with essential books, travel for seriously disabled learners and sometimes with equipment.

The Trust supports applicants from across the UK on a wide range of courses with grants of up to £500. More than 94% of the money raised goes directly to learners. These grants really help to change lives for the better.