



PRONUNCIATION MATTERS

*A one-day pronunciation event organised by
IATEFL Pronunciation Special Interest Group (PronSIG)
and hosted by Bell Cambridge*

Plenary speakers:

Francis Nolan, Professor of Phonetics, University of Cambridge

Jonathan Marks, author and teacher-trainer

Venue: Bell Language School, Cambridge

Saturday June 17th 2017, 10.00 – 17.00

- 10.00 Introductions
10.15 - 11.15 Opening plenary: **Francis Nolan**
11.25 - 12.10 Parallel sessions: **Dorando Mirkin-Dick**
Laura Patsko
12.10 - 12.30 Break (refreshments provided)
12.30 - 13.15 Parallel sessions: **Richard Cauldwell**
Carrie Terry
13.15 - 14.05 Lunch (provided)
14.05 - 14.50 Parallel sessions: **Roslyn Young**
Silvia Cortese
15.00 - 15.45 Parallel sessions: **Piers Messum**
Beata Walesiak
15.45 - 16.00 Break (refreshments provided)

16.00 - 17.00 Final plenary: **Jonathan Marks**

Intonational complexity and prosodic priorities in L2 English

Francis Nolan, Professor of Phonetics, University of Cambridge

English has a rich intonation system, one that can be made to seem quite daunting by textbooks for foreign learners. In the first part of this talk I will risk making English intonation even more daunting by giving a summary of the substantial intonational variation found in major accents (or dialects) of English in the British Isles. In the second part I will suggest that, in fact, native speakers' familiarity with this variation makes them relatively tolerant of learners' intonational deviations. Unless learners wish to have an absolutely native English accent – a questionable goal outside spy-school – their efforts should focus on a number of priorities in the prosodic system.

The twentieth century saw the development of detailed systems of intonational description, often applied to English-language teaching. By the end of the century two main types of description were current: those based on pitch movements (rise, fall-rise, etc.), still prevalent in pedagogical works; and 'autosegmental-metrical' descriptions using H (high) and L (Low) targets, favoured in intonation research. Although superficially dissimilar, both frameworks allowed for useful (and often compatible) descriptions of English (and other languages). They reveal a rich system of contrasts capable of conveying fine nuances of prosodic meaning. Generally, descriptions concentrated on 'standard' varieties of British or US English, but in the late 1990s the IViE project in Cambridge collected and analysed intonation samples from cities around the British Isles. The results enabled more empirical statements to be made about what had always been known impressionistically, namely that quite major differences in intonation exist within the British Isles.

To give a flavour of this variation I will play examples and present some of the results of the IViE project. For instance, speakers in Belfast produce a rise-plateau in pitch where RP speakers produce variously a fall, a rise, or a fall-rise; yet there is a high degree of mutual intelligibility. English listeners are used to coping with considerable intonational variation. Admittedly, some nuances may be misinterpreted across dialects, but such misinterpretation in itself suggests that even the acquisition of perfect RP intonation won't solve everything – unless the learner never mixes with non-RP speakers.

I will suggest that what learners need is a strategy which will optimise the pedagogical cost-benefit ratio in terms of (in order of priority) intelligibility, the avoidance of inadvertent offence, and (lowest in priority) the mastery of intonational nuances. Broadly corresponding to these three goals would be three prioritised learning targets: the mastery of accentuation (involving stress placement, rhythm, and pitch prominence achieved by a reduced inventory of pitch accents); the eradication of any L1-influenced phonetic realisations of pitch accents which might convey unintended meaning in English; and (lowest in priority) the acquisition of a more complete set of intonational pitch contrasts.



Francis Nolan is Professor of Phonetics in the Department of Theoretical and Applied Linguistics at the University of Cambridge. His research interests range over phonetic theory, prosody, connected speech processes, and speaker characteristics in forensics, all of which he covers in his undergraduate and postgraduate teaching. His interest in prosody led to the IViE project (Intonational Variation in English) which surveyed the intonation of urban areas in the British Isles, and to the PVI (pairwise variability index), a metric which has been widely used to quantify the rhythm of different languages and dialects. He is a member of the Council of the International Phonetic Association, a founder member of the International Association for Forensic

Phonetics and Acoustics, and has served as President of the British Association of Academic Phoneticians.

Pronunciation: only slots, or lots?

Jonathan Marks

Nobody can speak without pronouncing, and pronunciation also plays a part in listening, reading and writing, so every lesson is actually a pronunciation lesson!

While it's sometimes useful to include short, dedicated pronunciation *slots* in lessons, there are *lots* more opportunities to add value for learners by helping them with their pronunciation - and thereby with their confidence in using English - whatever the main focus of a lesson is.



Jonathan lives in Poland and works on a freelance basis as a teacher trainer, author and translator (from Polish, German and Swedish into English). Among the books he has written or contributed to are *English Pronunciation in Use - Elementary* (CUP 2007) and *The Book of Pronunciation* (Delta Publishing 2012). Jonathan is a founder member of the IATEFL PronSIG, a former PronSIG Coordinator, and editor/co-editor of some of the earlier issues of the PronSIG's journal *Speak Out!*

Pronunciation activities in pursuit of a listening goal: The need to go wrong

Richard Cauldwell

I will demonstrate pronunciation activities which will help learners decode the messiness of normal everyday speech. These activities are designed to take learners from citation-forms, through slow careful speech, and eventually to encourage learners to go spectacularly wrong. They need to go wrong in order to familiarise themselves with the wildness and messiness of normal speech. (57)

Richard Cauldwell has taught English in France, Hong Kong, Japan, and the UK, where he worked at the University of Birmingham. Since 2001 he has published electronic and print materials for listening and pronunciation. He is a two-time winner of the British Council Innovations in ELT awards.

‘Squeaky’ toys and the weak form of function words

Silvia Cortese

This talk focuses on raising learners’ awareness of the ‘schwa’ sound and its importance in connected speech. Learners are guided to the discovery of the vowel starting from the single sound, moving on to words containing the target sound and lastly to the sound in connected speech emphasizing in particular the weak forms of some function words.

Silvia Giuseppina Cortese has been hooked by the mysteries of English pronunciation for 20 years. She has an MA in English language and literature (secondary line of study: ELT and linguistics) from the University of Venice, Italy, and is CELTA and DELTA qualified. Silvia has been teaching English to adults for 17 years.

What to do for ‘rhythm’

Piers Messum

English is not stress-timed, but phoneticians don’t presently offer teachers any alternative paradigm for ‘rhythm’. L1 acquisition research suggests an aerodynamic/physiological one: children give themselves English ‘rhythm’ because they learn English stress while their speech breathing is immature. I will show how we can simulate this experience in the classroom using stuttering and whispering, giving good, natural results.

Piers Messum is a teacher, treasurer of PronSIG and a director of Pronunciation Science Ltd, a company that trains teachers in how to teach the pronunciation of English and other modern languages. He has a PhD in Phonetics from University College London.

Classroom Pronunciation Practice Activities

Dorando Mirkin-Dick

This workshop focuses on practical classroom pronunciation practice activities for use by teachers familiar with the IPA Chart. It briefly explores the theoretical approach to pronunciation teaching in the classroom before analysing various pronunciation activities. This is extended to discuss how they can be applied to various learning contexts (e.g. monolingual, multilingual YL, adult learners classes) and adapted to the needs of the learner.

Dorando is currently completing an Ma ELT at LeedsBeckett University, holds a Trinity Diploma Tesol and IPA Teaching Certificate (UCL). His experience includes teaching ESL in (Ft Lauderdale)USA, producing and teaching on the pronunciation course (SGI London), CALL teacher training courses and teaching at Bell London.

How to identify pronunciation priorities in the multilingual classroom

Laura Patsko

In many UK cities, the typical English language classroom contains students from a number of first-language backgrounds. One class might comprise 12 students who don't share any language other than English! For teachers of such groups, it can be tricky to identify which pronunciation features to focus on in class. Where to begin when the students all have different needs?

Laura Patsko is Senior ELT Research Manager for Cambridge University Press, and a former English teacher and teacher trainer. She specializes in the use of English as an international lingua franca, pronunciation teaching and the practical applications of linguistic research. She blogs at laurapatsko.wordpress.com and elfpron.wordpress.com, and tweets as @lauraahaha.

‘Back to the nursery’ – the role of traditional rhymes in teaching pronunciation

Carrie Terry

Most native English speakers can recall a repertoire of nursery rhymes from childhood. These traditional verses both refine the precision of our pronunciation and form an ecosystem of pronunciation references for future language development. I will show how EFL practitioners can use this rich resource to teach pronunciation in the context of multi-faceted lessons, drawing on English history and culture.

Carrie is a PT lecturer in EFL at Warwickshire College and, in addition, runs her own pronunciation coaching practice: ‘Clear Pronunciation’. Over the last couple of years, she has been working closely with Piers Messum and Roslyn Young, and co-moderated the online course, ‘Teaching Pronunciation Differently’, with them this year.

Tips for a digitalised pron teacher

Beata Walesiak

Beata would like to discuss the use of computer tools and mobile applications in teaching pronunciation, as well as the question of their effectiveness both in classroom and when teaching via Skype sessions. She would like to present some of the apps she has employed and offer a few practical tips.

Beata Walesiak is a young academic, award-winning lecturer at Open University, University of Warsaw, and British Council teacher trainer and presenter. She has wide experience in teaching pronunciation and EFL to teenagers and adults. Her interests include pronunciation teaching, language contact and computer-assisted language learning.

A phonemic chart can give much more than just phonemes

Roslyn Young

Phonemic charts are designed to present the inventory of English sounds, but an enhanced design can incorporate the stress and reduction systems. This allows for more complete pronunciation work. Such a chart solves so many problems that it becomes a constant reference point over the duration of a course, in both teaching and correction. I will show how.

Roslyn Young is a teacher, a teacher trainer and a researcher in pedagogy. She is the author of several books and many articles on learning in general and language learning in particular. Her main professional interest is research into the teaching of pronunciation.

Location

Bell Cambridge, Red Cross Lane, Cambridge, CB2 0QU

Arriving by coach

Regular coaches run from Heathrow, Gatwick, Stansted and Luton airports to Cambridge city centre .Visit [National Express](#) for more information.

Arriving by train

There are regular trains from all major airports to London and a frequent service to Cambridge from London Liverpool Street station, London Kings Cross station and Stansted Airport.

Getting to Bell Cambridge from the station

- a) Take a taxi (approx. £6-8)
- b) Take one of the buses (Citi 1, 7 or 8) that stop outside the station. To find the bus stop turn left out of the station and stay on the same side of the road as the station. The Citi 1 will be signed for Fulbourn, The Citi 7 for Sawston, and the Citi 8 should say Addenbrookes (hospital). The Citi 2 also goes to and is signed Addenbrookes, it's just a bit less direct. All these buses stop at Addenbrookes bus turnaround. From there walk away from the hospital (in the opposite direction to the hospital) and turn right up Babraham road (you will be going up a slight incline) staying on the footpath on the right hand side of the road towards Bell, which is about 100m ahead.

CAMBRIDGE HOTELS AND GUEST HOUSES

<p>Travelodge Cambridge Central Hotel Cambridge Leisure Park, Clifton Way Cambridge CB1 7DY Tel: 0871 984 6101 www.travelodge.co.uk</p>	<p>Bridge Guest House 151 Hills Road Cambridge CB2 2RJ Tel: 01223 247942 www.bridgeguesthouse.co.uk</p>
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Centennial Hotel

63-71 Hills Road
Cambridge CB2 1PG
Tel: 01223 314652

www.centennialhotel.co.uk

Citystay Serviced Apartments

Luxury 5 star apartments in central
Cambridge
and close to Bell
Tel: 01223 420920

www.citystayuk.com

Double Tree by Hilton

Granta Place, Mill Lane
Cambridge CB2 1RT
Tel: 01223 259988

www.doubletreehilton.com/cambridge

Gonville Hotel

Gonville Place
Cambridge CB1 1LY
Tel: 01223 366611

www.gonvillehotel.co.uk

Hilton Cambridge City Centre

20 Downing Street
Cambridge CB2 3DT
Tel: 01223 464991

www.hilton.com/cambridge

Hotel du Vin

15-19 Trumpington Street
Cambridge CB2 1QA
Tel: 0844 736 4253

www.hotelduvin.com

Regent Hotel

41 Regent Street
Cambridge CB2 1AB
Tel: 01223 351470

www.regenthotel.co.uk

Sorrento Hotel

196 Cherry Hinton Road
Cambridge CB1 7AN
Tel: 01223 243533

www.sorrentohotel.co.uk

The Varsity Hotel and Spa

Thompsons Lane

Cambridge CB5 8AQ

Tel: 01223 306030

www.thevarsityhotel.co.uk

Alington House

293 Cherry Hinton Road

Cambridge CB1 7DB

Tel: 01223 729580

www.alingtonhouse.com

NOTES:

- Please check direct with hotel or guest houses for up to date prices and facilities at the time of booking
- All hotels and guest houses will require credit card details in order to make a reservation
- This is a small selection of hotels and guest houses in Cambridge which have been used by students and visitors, but they have not been inspected by Bell

Please register for the event through the IATEFL secure website
https://secure.iatefl.org/events/step1.php?event_id=115

We look forward to seeing you at what promises to be a very exciting event.

Event organiser: **Wayne Rimmer** (PronSIG) PronSIG@iatefl.org