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SPEAK OUT!

THE NEWSLETTER OF THE IATEFL PRONUNCIATION SPECIAL INTEREST GROUP

September 2010 Issue 43

From the editor

Welcome to Speak Out! 43, and a chance to take a free trip around the world! Starting in the US, Judy Gilbert looks at why pronunciation continues to be an orphan in the ESL/EFL world. From Australia, Helen Fraser treads a path that in many ways is complementary to Judy's, and which asks us to look at the difference between phonetics and phonology in a new way. Our third article is from Japan, and is the first of three that were given as papers on the PronSIG track at IATEFL Harrogate. Chantal Hemmi reports a small-scale research project into listeners' perceptions of intelligibility. Turkey next, and a report from Magareth Perucci and Ian White on how they are trying to help teachers integrate pronunciation into their daily classroom practice. The third of the Harrogate papers is from a regular contributor to the SIG. Piers Messum takes a fresh look at the articulatory setting of English, and at how to teach this to older learners. Finally, in the fourth 'At the talk face', Mark Hancock focuses on tonality, and the need to pause appropriately.

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Speak Out! welcomes the submission of articles on topics of interest to its readers. If you wish to contribute, you should first send the editor an outline of your proposed article. If you are interested in reviewing a book for *Speak Out!*, contact the reviews editor, Mikhail Ordin, at <mikhail.ordin@gmail.com>

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44 March–April 2011: November 1st 2010
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Speak Out! 42. The article 'Non-native teachers, here we go!', published as part of our tribute to Zaina Abdalla Nunes, was co-authored by Zaina and Betty Pow. My apologies to Betty for omitting her name.

Pronunciation as orphan: what can be done?

Judy B. Gilbert

Pronunciation continues to be the EFL/ESL orphan. Here is some history – the dates show the persistence of the problem. The geographic range of the studies (the UK, Canada, Australia, New Zealand, the US, Poland and Spain) shows the problem is world-wide. Following the history are some suggested remedies.

IATEFL and TESOL

The PronSIG

From Issue 3 to Issue 13 of *Speak Out!,* the newsletter had the subtitle: 'The Newsletter of the IATEFL Phonology Special Interest Group', but in 1994 the SIG committee debated changing the name to refer to 'pronunciation' rather than 'phonology'. Some committee members were concerned that this might lessen the seriousness of the newsletter, but others felt that the word 'phonology' might be intimidating to teachers who would thus miss the benefit of the articles available in *Speak Out!* In the end, the committee decided that it was important to encourage teachers to read the newsletter. In Issue 13, 1994, Editor Vaughan-Rees wrote that he was reluctant to change the word because 'for many people the term "pronunciation" means simply "the articulation of vowels and consonants"'. But he assured readers that the newsletter would continue to cover all aspects.

The SPLIS

In 1995, inspired by the PronSIG, a group of TESOL members began a campaign to win approval of the Speech/Pronunciation/Listening Interest Section. After three years of genuine struggle, we finally were authorized to have our first meeting in 1998. Commenting on this development, Marks wrote 'In SPLIS, pronunciation is explicitly linked to listening and to speech... [Whereas] In IATEFL, there's no 'listening' or 'speech' SIG – pronunciation is on its own, which perhaps supports the perception that P is nothing to do with L and S, and/or that

P is special but L and S aren't.' (Personal communication 2009) However, the problem remained. In 2005 Derwing and Munro concluded that:

> Despite teachers' increased interest in pronunciation in recent years, as evidenced by the establishment of a TESOL interest section and a proliferation of pronunciation materials for learners, it remains a very marginalized topic in applied linguistics. (2005:382)

Marginalized: the spoken language

Clearly, pronunciation has not been integrated into ESL/EFL teaching. In 1986, Marks had commented, 'Few teachers, probably, would claim that they do not teach grammar or vocabulary on the grounds that they are either too difficult or else not sufficiently important. Yet these are the kinds of comments many teachers make with regard to teaching phonology. (op cit:9) Five years later, Brown said much the same thing: 'Pronunciation has sometimes been referred to as the "poor relation" of the English language teaching (ELT) world.' (op cit:1) And eleven years later, Macdonald surveyed teachers about their reluctance to teach pronunciation and listed their reasons:

> ... the absence of pronunciation in curricula ... a lack of suitable teaching and learning materials of a high quality ... an absence of a skills and assessment framework with which to map student ability and progress in this area ... In short, pronunciation does not appear to have a central and integrated position within the ESL curricula of the teachers interviewed ... (2002:7)

Seven years later, one of my colleagues quoted a fellow teacher as saying 'But pronunciation is SO boring!' and added her own conclusion: 'I am quite sure that all she knew about teaching pron. was minimal pair sound drills. Yes, quite boring for everyone, because they were on a path to nowhere.'

Teacher training gone missing

In 1991, Bradford and Kenworthy asked 33 British ESL teachers 'How well did your EFL teacher training prepare you for teaching pronunciation?' Over half the responses were negative. The dissatisfaction mainly related to the emphasis on theory instead of practical application. (op cit:14)

In 1997 Murphy surveyed MA programs in TESL in the US and described considerable variation in course offerings related to phonology. He commented:

Teaching suprasegmentals like the stars

Dr Helen Fraser

Thanks to the dedication of a small number of teacher-researchers (Gilbert, this issue), the importance of including suprasegmentals in pronunciation teaching is now widely accepted. However, the question of exactly how to go about teaching suprasegmentals – especially how to make sure that what students learn in class transfers to their everyday speech – is less well agreed. It seems clear it requires knowledge of phonetics and phonology, but exactly which aspects of these highly theoretical topics are most relevant to teaching, and how can they best be applied in practice?

A shift in perspective

As one of relatively few researchers to have moved from theoretical phonetics and phonology to their practical application in English language teaching (a road more often travelled in the opposite direction), I would like to offer some thoughts on this question. In my view, what is most needed is not detailed knowledge about phonetics and phonology (though that is valuable), but clarity about the relationship between phonetics and phonology.

Suprasegmentals, the rhythm and melody of speech, are often taught by analogy with poetry. This article proposes a different analogy: teaching second language pronunciation is like helping someone to see new constellations in the night sky, and suprasegmentals are the overall shapes of the constellations, as opposed to the individual stars that make them up.

Projections of the mind

Constellations, such as the Southern Cross, the Big Dipper, or the signs of the zodiac, are imaginary lines connecting groups of stars. Of course, there are no lines in the sky itself. The stars are real, but the lines connecting them, and the shapes they create, are projections of our minds.

It is the same with speech. Roughly speaking, phonology is like the study of constellations, while phonetics is the study of the stars. Unfortunately, while anyone can grasp the difference between stars and constellations, the equivalent distinction between phonetics and phonology is more difficult to understand.

Even for those who have studied a good deal of phonetics and phonology, it can be hard to recognise fully that words and phonemes, real as they may seem, are projections of our minds onto a continuous stream of sound, much as constellations are projections onto a continuous array of stars.

Before exploring this idea, and its implications, it is useful to think a little about what is involved in teaching someone to see a new constellation in the night sky. Consider a constellation likely to be new to most readers, the 'emu in the sky'. This picture (freely available in Wikipedia) shows
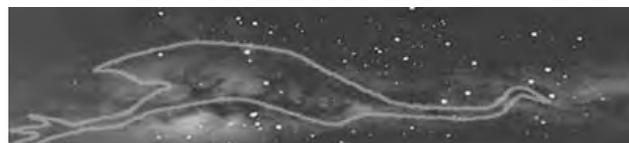
the emu superimposed on a partial map of the stars.

Teaching constellations

While readers may recognise this image if they see it again, it is unlikely to help even those in the southern hemisphere find the emu itself in the night sky.

To teach a constellation, then, it is not enough just to teach its shape. What the learner needs to learn is how to find the shape in the continuous array of other stars.

Teaching this requires several steps. First, the learner's attention must be directed to the relevant part of the sky. Next, several landmarks, clearly identifiable by both teacher and learner, must be established. These could be, depending on various factors, other constellations, prominent astronomical bodies, or something in the context, such as a branch or cloud. Finding appropriate landmarks can take considerable negotiation, till both parties are confident they are referring to the same things.

With the landmarks established, the teacher can use them as reference points to describe the shape of the constellation in language appropriate to the learner. Again, ongoing dialogue is needed to avoid miscommunication.

Perceptions of intelligibility in global Englishes used in a formal context

Chantal Hemmi

With the spread of English as a language for global communication, there is a gradual shift in focus in English language teaching away from the native-speaker, standard-model approach that has been employed until now, and towards an approach that focuses on a variety of different Englishes used in a range of contexts. In this paper, I outline how I conducted small-scale, interpretive research in two contexts, one in Japan, and the other in the UK. The aim of the research was to determine how both learners and teachers construed the notion of intelligibility in spoken utterances.

Informed choices in models of pronunciation

The rationale behind the employment of different Englishes in the ELT classroom is to cater for the needs of students who use English in global contexts. Until now, learners of English have been 'encouraged to think that the closer they get to native speaker idiomatic behaviour the better' (Seidlhofer and Widdowson 2009:29). In terms of pronunciation, standard native-speaker models of English such as Received Pronunciation and General American, have been presented in class as socially and commercially more prestigious varieties of English. However, giving learners the opportunity to choose their own pronunciation goals is an important factor when designing materials for students who are using, or who are going to use, English in different socio-cultural contexts. Thus, I consider helping learners to make informed choices about different models of pronunciation to be a key factor in the teaching of global Englishes, since my findings show that individual familiarity and the experience of students with differing backgrounds underlies student perceptions of intelligibility.

Two case studies

The first case study was conducted in November 2009 with a group of twelve Japanese adults working for the British Council, Tokyo. The participants were proficient users of English as a second or third language, their first language being Japanese. The second piece of research was carried out with a mixed-nationality group of 21 teachers who attended my session at IATEFL in Harrogate, UK, in April 2010.

Methodology

My research questions for these two case studies were:

- What are the definitions of intelligibility in Englishes used in global contexts?

- What are the similarities and differences in the perceptions of intelligibility between the first group of Japanese speakers of English and the international group of teachers?

It is now widely recognised that defining what we mean by intelligibility is a complex issue. Smith and Nelson (2006), however, define three dimensions of understanding in spoken language as follows:

- Intelligibility: the degree to which one speaker is able to recognise a word or utterance spoken by another;

- Comprehensibility: the degree to which one is able to ascertain a meaning from another's word or utterance; and

- Interpretability: the degree to which one is able to perceive the intention behind another's word or utterance.

In my two case studies I focused on intelligibility rather than comprehensibility or interpretability. This was because my studies were aimed at analysing how easily learners recognised words and utterances while listening to authentic speech.

In order to test the intelligibility of different Englishes, I chose five speakers from a selection of the past five Davos Conferences organised by the World Economic Forum. All five speakers were regular, competent users of English for international communication. They were Sadako Ogata, President of Japan International Cooperation, Wang Jianzhou, the Chairman and CEO of China Mobile, Gloria Macapagal-Arroyo, President of the Philippines, David Cameron, currently the British Prime

Pronunciation Matters?

Margareth Perucci & Ian White

The aim of this article is to report on the findings of an ongoing research project concerning the integration of pronunciation in EFL preparatory classes. Pursuing the goal of helping teachers to see that pronunciation plays a crucial role in the learning of a language as a tool to enhance students' chances of being successful in their academic life and beyond (Pennington 1997), and facing the fact that this role was being neglected, we decided to investigate the reasons why the teachers in our institution, following a similar tendency of teachers elsewhere in the world, do not give pronunciation the importance it deserves (Celce-Murcia et al 1996; Baptista 2000).

A glimpse into a pronunciation scenario

Bearing in mind the scenario at the beginning of the 21st century, where speaking and understanding English is a must, and where the medium of English interactions varies from the good old simple phone calls to skype, video conferences, visually-aided phones and so on, the isolated, traditional way of teaching in the naive 'What-is-your-name?' pattern is unlikely to work, if it ever has. We must also bear in mind that for each L1 speaker of English there are another three L2 speakers who are bound to be in this interaction (Seidlhofer 2005). Thus, the need to help teachers become (more) aware of this situation and of their teaching arose. And it was in this context that our research took its initial steps.

In order to be able to help teachers perceive the importance of integrating pronunciation into their lessons, we (the researchers) first tried to answer the question that we wanted teachers to answer after observing a lesson in which pronunciation had been integrated. The question was: 'What's the purpose of integrating pronunciation into any skills' lesson?' Below are some of the reasons we considered to be crucial:

1. helping learners understand and get accustomed to natural speech

2. bridging the gap between written and spoken words at word boundaries

3. helping learners enhance their lexical repertoire by reading aloud 'unknown' words (şoför – Turkish = chauffeur)

4. helping learners acquire more memory space for picking up the meaning from listening and for fulfilling 'online' speaking tasks

5. raising learners' awareness of the relationship between intonation and punctuation (reading aloud)

6. overcoming the learners' temptation to pronounce loan words in their L1 phonology (early and later stage learners)

7. preparing learners to become more independent language learners when it comes to pronunciation

8. inculcating sound chunks to help learners produce more accurate phrases both in speaking and writing

9. raising learners' awareness of different varieties of English.

If that was the scenario we wanted the teachers to bear in mind, as far as pronunciation is concerned, little did we (the trainers) know that what we were about to find during our observations was a far cry from it.

During these observations it was noticed that teachers paid little or no attention to pronunciation work, irrespective of the nature of their lessons, even though the majority of materials being used – coursebooks and readers for multilingual classes – encouraged communication in the learning environment. Any pronunciation work that was being carried out was treated globally and perfunctorily but, understandably, not locally. Why was this the case? It was noted that the pronunciation work in these materials encouraged the teacher to deliver pronunciation work in isolation, as dictated by the coursebook syllabus. As a result, in those lessons we initially observed, pronunciation was either dealt with out of context or it was not tackled at all. No matter to which side the pendulum swung, it was never a

Understanding and teaching the English articulatory setting

Piers Messum

An articulatory setting (AS) is the basic or underlying configuration of a speaker's vocal apparatus that facilitates pronouncing a given language. It is believed that pronouncing a second language well requires developing a second AS. However, we do not know how the first language AS is learnt by a child. At the Harrogate conference, I presented an account of that development. It suggests new ways of building on existing techniques to teach the English AS, as part of how we teach pronunciation to older learners.

One of the first things we learn when we take up a sport is how to hold ourselves to best meet its particular demands. A squash player keeps his head up and his shoulders square to the front of the court. A fencer stands side-on to his opponent, with his free arm held behind and to the side of his head. The difference between the two postures is very evident and affects all the movements made.

Since at least the 19th century and, especially in continental Europe (Laver 1978, Jenner 2001), phoneticians and language teachers have asked if speakers of different languages adopt distinctive underlying postures for their tongues and other articulatory organs in order to produce particular inventories of speech sounds or to meet other language specific demands. If speakers do develop an 'articulatory setting' that is characteristic for a given language, then this might explain some of the difficulties experienced by our students if their AS is poorly adapted for speaking English. Perhaps, as Honikman (1964:74) put it, 'where two languages are disparate in articulatory setting, it is not possible completely to master the pronunciation of one whilst maintaining the articulatory setting of the other.' On the other hand, if we could successfully teach an English AS to our students, then perhaps they might sort out a swathe of segmental problems for themselves, quite naturally, and possibly sort out some suprasegmental ones, too.

Unfortunately, we have not yet found a way of turning this potential into anything suitable for widespread adoption by language teachers. I don't have the space here for a review of what has been proposed and achieved to date, but anyone interested in teaching the English AS should certainly read Honikman (1964), Jenner and Bradford (1982), Jenner (1987a) and Mompeán-González (2003).

For some years I have been investigating the mechanisms by which children learn to pronounce. Until we understand this, I don't think we can be confident that we are doing the right things with our older learners. Surprisingly, perhaps, no one knows how children learn the systemic aspects of pronunciation. They certainly learn how to pronounce individual words by copying them, but how they learn (1) the qualities of the speech sounds that make up the words and (2) the timing patterns of speech (including 'rhythm') remains unknown. Much of our teaching is based on the assumption that these, too, are learnt by some form of imitation. However, not only is there no evidence for this, but when one begins to examine the issue there turns out to be evidence and good arguments against it. It is certainly possible that these aspects of pronunciation are not learnt by imitation but by other mechanisms.

I have described my ideas about how children learn to pronounce and the implications for teaching in *Speak Out* and elsewhere (in articles that are all available on my website). One of my themes has been the consequences of a distinctive style of speech breathing that children who learn West Germanic, stress-accent languages must develop. Here I use this idea to explain how the English AS might be developed by each generation of new learners, and how we might turn this understanding into something teachable to older ones.

The English AS

I will mainly be discussing the posture of the tongue during speech. Ladefoged and Maddieson (1996) describe two of its divisions as follows: 'The **tip** of the tongue … [is] the part that has a mainly vertical aspect … plus a small area about 2mm wide on the upper surface.'
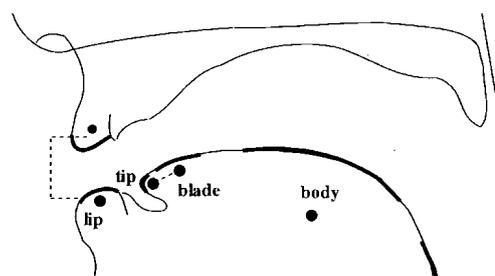
Practical Phonetics and Phonology (with audio CD)

Reviewed by *Mikhail Ordin*

Beverley Collins, Inger Mees (2008) 2nd edition. London: Routledge, 308 pp.

Hardback:
ISBN 9780415422666 – £58.50

Paperback:
ISBN 9780415425148 – £16.19

The word 'practical' on the cover of **Practical Phonetics and Phonology** describes this book precisely. It is not an academic volume, but rather a comprehensible and learner-friendly introductory book, which offers a lot to both English teachers and to TEFL students. The book is split into four parts: A – Introduction; B – Development; C – Exploration; D – Extension. The first part lays the foundation for further reading and introduces the terminology to enable the reader to discuss the issues of pronunciation, speech production and phonetic variability. It teaches phonemic transcription, thus introducing the differences between phonemes and allophones, and focuses on speech production possibilities and processes in connected speech.

The second part builds on these foundations and focuses on those possibilities of speech production which are used by English speakers.

The third part is about variability in pronunciation – accents in the UK and in the world, foreign accents, and pronunciation changes in time. It also includes the chapter on teaching and learning English pronunciation. However, readers will only be able to take full advantage of these materials if they have read the first two parts of the book.

This third part is when the accompanying CD will be most useful. It allows readers to listen and analyze over 25 varieties of English spoken all over the world. The scripts and the hints for what to listen for (the most salient features of the included accents) can be found in the textbook as you read along. You will also be able to hear an imitation of the English language as it was spoken as early as the 11th and 14th centuries. This helps the learner appreciate and understand development of the sound system in time and discrepancies between spelling and speaking, which are puzzling to native speakers and language learners alike. Teachers of English will find the accompanying tracks with accented varieties (English spoken by German, French, and Spanish learners) most

rewarding, together with the tips and techniques on how to tackle language-specific problems.

The fourth part includes writings on phonetics by prominent researchers. The reader will find out how and where phonetic knowledge and skills are applicable, including sociophonetics, speech technologies, forensics, and language acquisition fields.

The textbook features an accompanying website with more downloadable activities, activity answers, extra passages for transcribing and advice on the best practice to use the book.

The second edition comes with new chapters in part two (on English spelling-to-sound correspondences) and part four. The CD includes the samples from two more varieties (New York variety in Part Three and Estuary English in Part One). The accompanying web site features extra activities to corroborate what the reader has learnt. The activities and examples have been updated and revised to emphasize the issues discussed even better.

The textbook provides numerous figures, tables, examples and speech samples on CD, a glossary and full index section, and it does deliver what is it aiming at – a down-to-earth introduction to phonetics and phonetic analysis for both undergraduates and English teachers.

Offering a huge amount of data, materials, and information presented in a very comprehensible and easy-to-follow way, the book is perfectly structured, and the reader gradually builds on their knowledge of phonetics and their analytical skills. This prevents readers from being overwhelmed by excessive data fed in unmanageable chunks. After reading the book and completing the activities, readers acquire a solid set of skills and knowledge in the rather technical field of phonetics and phonology.

Due to its practical orientation, **Practical Phonetics and Phonology** is a valuable resource which is strongly recommended for TEFL students and English teachers looking for further professional self-development. Tutors will find numerous valuable activities and exercises, while students will have a solid resource with accessible text, sample analyses and abundant examples; it is lively, informative and very convenient when it comes to revising material.

Mikhail Ordin, lecturer and language instructor at Moscow Academy of Humanities and Technology and Research Support Officer for Bangor University, Centre for Research on Bilingualism, is experienced in TEFL, teaching business English, phonetics, and pronunciation training.

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At the talk face 4

Mark Hancock

Tonality: dividing text into tone units

When we think of intonation, perhaps the first aspect which comes to mind is **tone** – the melody of the voice going up or down. However, there are other important aspects of intonation. In At the talk face 1, we looked at **tonicity** – the placement of tonic stress within a tone unit. In this edition, we look at **tonality** – the division of text into chunks, or tone units. Just like tonicity, tonality is acknowledged to be necessary for intelligibility in EFL, as well as ESL and ELF, and inappropriate chunking can radically alter the sense of what you are saying. The following activities are intended to raise students' awareness of this fact.

1 Funny signs and notices

Words and punctuation are often missed out of signs and notices for the sake of brevity. Sometimes, this can make the meaning of the message ambiguous and the second, unintended meaning may be funny. Consider this sign, from a car park:

> PARKING FOR KENTUCKY FRIED CUSTOMERS ONLY

Obviously, the intended meaning is that the car park is reserved for customers of a fast food shop called Kentucky Fried. However, the sign could also be read to mean that the car park is reserved for customers who have been fried! Notice that if you read the sign aloud, you can distinguish between these two meanings by the way you break the message into tone groups. This is illustrated below by the slash symbol / .

Intended meaning – PARKING FOR KENTUCKY FRIED / CUSTOMERS ONLY

Funny meaning - PARKING FOR KENTUCKY / FRIED CUSTOMERS ONLY

Write the sign on the board and read out the message in the two ways, asking students to identify which way you are saying it. Then give them the ambiguous signs 1-8 opposite, ask them to explain what the intended and funny meanings are, and then decide if and where slash symbols should be inserted to produce the two meanings.

2 Contact details

Chunking can be very important in spelling out names and giving contact details in general. For example, notice that the contact details of the person in the conversation could be written down in two different ways according to how the speaker pronounces them. These alternatives are indicated as A and B. You could do a minimal pair activity with the A-B alternatives in the box. Read out one of the alternatives, asking the students to identify it as A or B each time. Then you could ask them to do it in pairs within the context of a mini-conversation such as this section began with. The person asking should write down the details they hear, and at the end, the person giving the details can check the listener has written them down as intended.

3 Punctuation dictation

Often, intonation is the phonological equivalent of punctuation. This can be most clearly demonstrated where you have two sentences which are identical except for the punctuation. Write the following pair of sentences on the board and elicit the difference in meaning. Then read them out aloud for students to hear the difference in pronunciation, with the audible comma in the second.
The Beatles wrote "Michelle".
"The Beatles", wrote Michelle.
Now read aloud the pairs of sentences 1-8 opposite and ask students to write what they hear, including the punctuation. Finally, ask students to read aloud one or the other sentence from each pair for their partner to identify.

4 Chunking a text

Take a text which would typically be spoken, such as a speech or a joke. Choose one which is rich in commas, for example containing direct speech, non-defining relative clauses, conditional sentences and comment adjectives. The joke opposite is an example. Give the text to the students without any kind of punctuation (and without the sentence-initial capitals) and ask them to prepare to read it aloud by adding punctuation. Then get them to rehearse saying it making sure they pronounce the punctuation.

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PronSIG Fielded Discussions

Alex L. Selman

Want to discuss what you've read in Speak Out!? Got a question for one of the authors? Looking for people to collaborate with? The IATEFL PronSIG Discussion Group is just what you need. And in April the forum got even better with its first "Fielded Discussion".

Many IATEFL SIGs now have online discussion groups. It is a way to make contact with people of similar interests and keep up to date with ideas and events in the field. If you are not "tech-savvy" don't worry - taking part is no more complex than sending an e-mail.

In August 2007, the PronSIG Discussion Group was converted from an e-mail list to a Yahoo! Group allowing easier interaction and the possibility to share files, post events in the calendar, and run polls. Since then many aspects of pronunciation and pronunciation teaching have been discussed and, just as important, people from all over the world have been able to make contact, collaborate in research, and share their ideas.

At the end of April this year we held our first "Fielded Discussion" - a week of discussion focussed on practical and fun techniques for pronunciation teaching. This was led by Tamara Jones, author of "Your Pronunciation Toolkit Top Ten", which was published in Issue 42 of this newsletter.

What was discussed?

The focus of the Fielded Discussion was "fun and effective pronunciation teaching". Tamara led the way both with examples of her own techniques, and with questions to stimulate discussion and the sharing of further ideas. There was a new topic each day, plus other threads that arose from the discussions. Here's a taster of what was discussed:

Strategies for teaching that pesky /r/ sound
As I teach in Japan I am faced with that 'pesky' sound every day. Solutions included a motorbike, a tango dancer's rose, and a shriek and a shrew. Creativity really is the key to success.

The stress of English
Intelligibility can be greatly reduced by incorrect stress patterns. Explanation just leaves students confused so how can we demonstrate effectively?

Everything but the kitchen sink
It is time to empty your bag or items such as chalk, markers, grammar reference books, and take with you instead the real essentials, such as kazoos, lemon juice, cotton swabs, lollipops, spoons and feathers. Find out how to use each of these by reading the discussion.

Pronunciation Games
Making pronunciation fun and engaging was central throughout the discussion, so it ended with ideas for games to use in class.

So, why not go to the website to find out more? To read the discussion, follow the links from the IATEFL PronSIG Homepage, <www.reading.ac.uk/epu/pronsig_new.htm>. Even though the Fielded Discussion ended in May, the threads are all still open so you are free to add more comments or start a new discussion about anything related to pronunciation. I look forward to seeing you online soon!

Coming next...

The second Fielded Discussion will take place in October. The topic is pronunciation issues relating to English as a Lingua Franca - the cause of a great deal of recent debate. The fielder is Robin Walker, editor of this newsletter and author of Teaching the Pronunciation of English as a Lingua Franca.

We are hoping to make fielded discussions a regular feature of the discussion group, so if you are interested in fielding one or have any suggestions for topics, please contact me.

Alex L. Selman is the IATEFL PronSIG Discussion List Moderator.

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