

**IATEFL PRONSIG ARE PROUD TO INVITE YOU TO**

**THE ROAD TO 'PRON-TEGRATION':**

**TIPS, TRICKS, AND TECHNIQUES TO**

**EXPAND YOUR PRONUNCIATION**

**PRACTICE**



**OCTOBER 26TH, 2019**  
**UNIVERSITY OF STRATHCLYDE**  
**GLASGOW, SCOTLAND**





**ROBIN WALKER**

Opening plenary speaker

*Pronunciation Teaching Basics*

# Pronunciation Teaching Basics

## **Abstract**

Teaching pronunciation is easy. You just play the CD and get the students to imitate. Or do you? And if it's that easy, why do so many teachers feel uneasy with pronunciation? In this session, we'll look at some of the key techniques we need to employ if we want our students to benefit from pronunciation practice in class. Providing models, conducting responses, working on discrimination, promoting production, dealing with errors...

In short, the pronunciation teaching basics.

## **Biodata**

Robin has been in ELT since 1981 as a teacher, trainer, materials writer, and consultant. He regularly collaborates with Oxford University Press, Trinity College London, and education authorities in Spain. He has published numerous articles on pronunciation, and is author the Pronunciation of English as a Lingua Franca (OUP 2010). Robin is a committee member of the IATEFL Pronunciation Special Interest Group, and a member of the OUP Expert Panel for Pronunciation Teaching for the 21st-century Learner.



**MARIANNE JORDAN**

## *‘How I Overcame My Fear of Teaching the IPA.’*

### **Talk abstract**

The first time I saw the IPA (International Phonetic Alphabet) chart was during a brief IPA lesson on the CELTA course. I do not have a ‘standard RP’ accent. I wondered how I was ever going to teach it! However, I overcame my fear and I am going to show you how YOU can too.

### **Biodata**

Marianne Jordan is currently teaching and developing online pronunciation courses for “Pronunciation.Club” for all ages, writing phonics lessons for bilingual children from 3-5 years and Primary 1-6 and pronunciation consultant for “Grupo SM Publishers”, Spain, is the author of “Phonetics for Learners of English Pronunciation” and is writing Irish cultural resources for teenagers for learning English in Ireland for “TEFL Resources Ireland”.

*'Tips and tricks for integrating intonation skill development into classroom activities.'*



**ALISON MCGREGOR**

### **Workshop abstract**

ESL/EFL teachers around the world have reported challenges in teaching stress and intonation effectively. The aim of this workshop is to describe the mechanics of English intonation and demonstrate teaching techniques that integrate fundamental skill building of intonation features into listening, vocabulary, and speaking activities. Practical and hands-on techniques will be included.

*'The Terminology of English Intonation.'*

### **Talk abstract**

Teachers around the world describe English intonation, the system that encodes meaning, as a challenging and abstract phenomenon to teach. This presentation aims to demystify intonation by explaining the phenomena in simple language and providing terminology charts with a range of commonly confusing terms used in textbooks. Participants will gain knowledge and tools to improve their teaching of English intonation.

### **Biodata**

Alison McGregor teaches at Princeton University, where she specializes in oral proficiency skills for international graduate students. Alison holds a Ph.D. in Educational Psychology from The University of Texas at Austin, and her research focuses on factors in effective pronunciation instruction, and English intonation.



**MARIEKE VAN DER MEER**

*‘Coaching Chinese graduate students on word stress in English.’*

### **Workshop abstract**

Many Chinese university students face serious intelligibility issues when they communicate about their research projects. This is often caused by poor articulation, but also by limited understanding of word stress rules. In this workshop, we will explore these rules using hands-on tools and applying ‘total body’ techniques that really help our Chinese students express themselves accurately and make themselves understood.

### **Biodata:**

Marieke van der Meer works as an English Pronunciation Coach. She has an MA in English and Applied Linguistics and has been freelancing since 2005. In 2016 she started coaching Chinese PhDs using the articulatory approach. Marieke really enjoyed doing her first-time workshop at IATEFL, in Brighton, 2018, focusing on practical ways of improving overall intelligibility. She finds it highly rewarding to see her Chinese students progress towards more confident and fluent speakers of English. Marieke was trained by Adrian Underhill, Piers Messum, Roslyn Young and Carrie Terry and joined PronSIG in Cambridge, June 2017.



**AMANDA AVISON**

*‘Homework: ideas for practising and improving pronunciation out of class.’*

### **Workshop abstract**

How can teachers encourage students to continue practising and improving their pronunciation out of class? Come along to this session to discover and share ideas for homework activities to practise pronunciation. The activities will be for a variety of levels and include a variety of approaches to encourage students to become more autonomous learners.

### **Biodata**

Amanda works as an ESOL lecturer at Dundee and Angus College where she has taught multilingual classes ranging from beginners to advanced for over 10 years. In addition to teaching ESOL, she also runs stand-alone pronunciation courses, does pronunciation CPD for teachers and contributes to teacher training courses.



**KRISTÝNA ČERVINKOVÁ POESOVÁ  
&  
RADEK SKARNITZL**

## *'Schwa-tegration: vowel reduction at the heart of pronunciation teaching.'*

### **Workshop abstract**

Insufficient vowel reduction can largely contribute to a lack of prominence contrasts that can make one's communication in English difficult to follow. In our workshop we are going to share a series of research-based activities and practical tips that reveal the secret powers of the reduced vowel schwa, especially when it interacts with other elements of the English sound system.

### **Bio-data**

**Kristýna Červinková Poesová** is a lecturer in English phonetics at the Faculty of Education, Charles University in Prague and her main research interest involves the effectiveness of pronunciation teaching and learning.

**Radek Skarnitzl** lectures at the Institute of Phonetics at Charles University in Prague. His research interests include psychological aspects of foreign-accented speech and L2 pronunciation, but also forensic phonetics.



**GEMMA ARCHER**

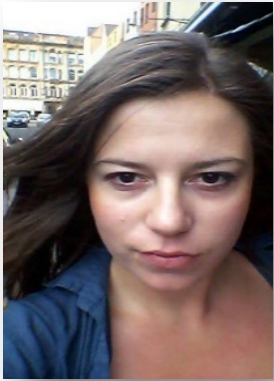
## *'Teaching vowel sounds in Scottish ELT classrooms: problems and solutions.'*

### **Talk abstract**

In a survey of over 100 Scottish ELT teachers (Archer, 2018), vowel sounds were pinpointed as the most problematic feature to teach. Due to accent mismatch and lack of general pronunciation know-how, they are often left out of much needed instruction. This presentation aims to address the challenges that accompany vowel sounds and offer a variety of solutions to simplify the process.

### **Biodata**

Gemma Archer is an EAP teacher and co-ordinator in the English language department at the University of Strathclyde in Glasgow. She is also the editor of the IATEFL Pronunciation Special Interest Group's bi-annual journal 'Speak Out!'. Gemma holds a CELTA, Dip TESOL and a Master's of Research in English Language and Linguistics and has taught English in the UK, Ireland, Italy and the Middle East.



**EWA WANAT**

## *'Using rhythm to learn English connected speech.'*

### **Talk abstract**

Three experiments were conducted on EFL learners in Glasgow to test whether using tasks which rely on the learners entraining to English speech rhythm can aid their comprehension of native Glaswegian English connected speech. It showed that finger tapping to the stressed syllables can lead to improvement in the learners' comprehension. This presentation will offer a discussion of these results and a practical demonstration.

### **Biodata**

Ewa Wanat completed her PhD in Phonetics at the University of Glasgow's English Language & Linguistics department. She worked with EFL professionals as well as musicians in order to design her experiments. She is interested in making practical use of her findings to help EFL learners and teachers use rhythmic tasks to improve their learning of natural native speech, which the students will encounter in the English-speaking world.



**COLIN HAMILTON**

*'A Visual Pronunciation Coach: using technology to help students practice pronunciation independently.'*

### **Talk abstract**

Unlike grammar and vocabulary which can be learned alone, pronunciation currently requires personal tuition, creating heavy burdens on teachers' time and resources. For learners, obtaining pronunciation coaching and feedback rarely covers any visual aspect of communication, which can lead to poor pronunciation and aural comprehension skills, and their associated negative outcomes in social and professional life. This session will demonstrate how visual pronunciation technology can help teachers and students.

### **Biodata**

Colin Hamilton is founder and creator of Micro-phonics Software Ltd. Developing visual pronunciation software for learners of English ( and mandarin). His software, "Visual Pronunciation Coach", was an ELTons finalist in 2012. Micro-phonics software is used in ELT and adult literacy; its also been used in the context of supporting adults with speech apraxia. Micro-phonics android apps have 50,000 downloads and are used across the globe.



## JANE STUART-SMITH & ELEANOR LAWSON

*'Seeing Speech and Dynamic dialects – building vocal tract imaging resources for use in Phonetics and Language teaching'*

### Talk abstract

This talk will cover the construction of two recently-relaunched online teaching and study resources [www.seeingspeech.ac.uk](http://www.seeingspeech.ac.uk) and [www.dynamicdialects.co.uk](http://www.dynamicdialects.co.uk) , which use medical imaging techniques to look inside the vocal tract. We will give a tour of the resources and describe the vocal tract imaging techniques we used in their construction. We will discuss the advantages of an articulatory approach to language teaching and give an ultrasound tongue imaging demonstration.

### Biodata

**Jane Stuart-Smith** is Professor of Phonetics and Sociolinguistics at the University of Glasgow. She works on the production and perception of speech, with particular interest on social and regional accents, and how accents change over time. Stuart-Smith has been collaborating with Dr Eleanor Lawson since 2011 to develop the freely-accessible online resources for visualising speech production, *Seeing Speech* and *Dynamic Dialects*.

**Dr Eleanor Lawson** is a researcher based at Queen Margaret University. She has been working in the fields of Articulatory Phonetics for 11 years and before that taught Phonetics at the University of Oxford. Eleanor has been at the forefront of developing the potential of ultrasound tongue imaging (UTI) in speech research and teaching and also in developing methods to improve standardisation of recording settings and normalisation of UTI data.

## **SADIE RYAN**

Closing plenary speaker



*“We don’t count you as Polish, you’re just like us now”: The social side of language learning for teenagers in Glasgow.*

# *“We don’t count you as Polish, you’re just like us now”: The social side of language learning for teenagers in Glasgow.*

## **Abstract**

In this session I will discuss my research with young people who are originally from Poland, but now attend a high school in the East End of Glasgow. These young migrants are in the process of acquiring English as a second language in the classroom, but at the same time they are also acquiring the Glaswegian Scots of their new community. I discuss how they learn to navigate their new linguistic environment, and how teachers can support young people like them as they go through this process.

## **Biodata:**

Dr Sadie Ryan completed a PhD in Sociolinguistics and Education at the University of Glasgow in 2018. Since then she has worked as a lecturer in Sociolinguistics at the University of Glasgow, and as programme co-ordinator for Craigmillar Literacy Trust. She writes and produces a podcast, *Accentricity*, about language and identity: it can be found at [www.accentricity-podcast.com](http://www.accentricity-podcast.com) and on podcast apps. Follow her on Twitter @sadie\_d\_ryan and @accentricitypod.