



**DEVELOPING  
TLA:  
A FOCUS ON  
ENGLISH  
PHONOLOGY**

**CATARINA PONTES**

Language Awareness can be defined as *explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.*

It covers a wide spectrum of fields. For example, Language Awareness issues include exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them.

Can we become better language users or learners or teachers if we develop a better understanding?



### What is global competence?

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.



**Out of control**







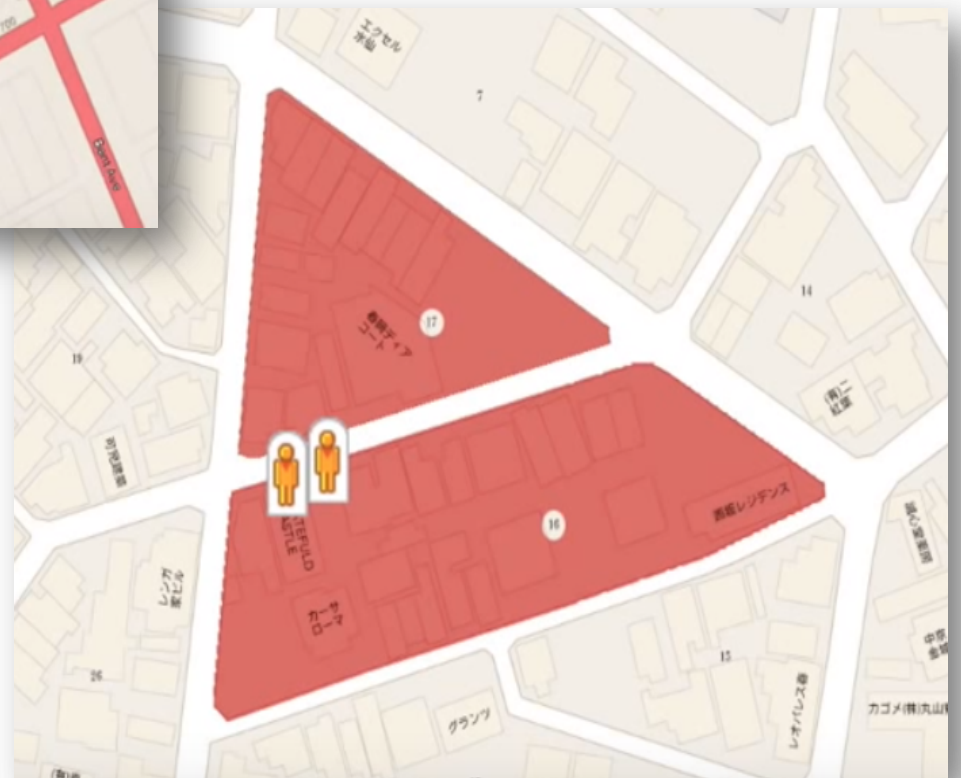
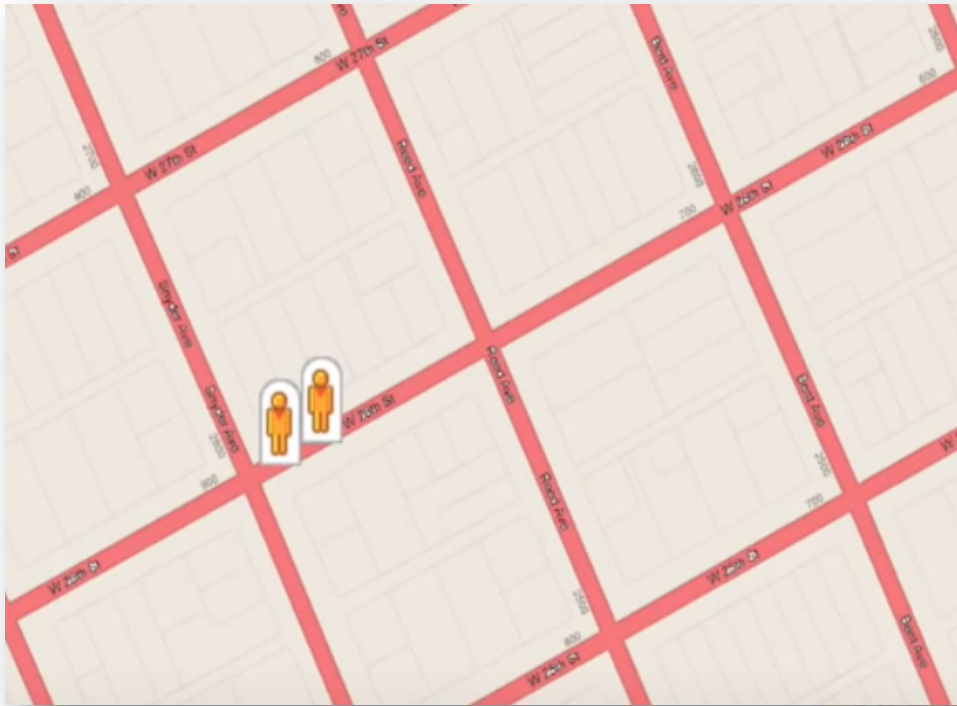
**Language has 3 functions:  
communication,  
identity,  
and culture.**

Kirkpatrick (2007)



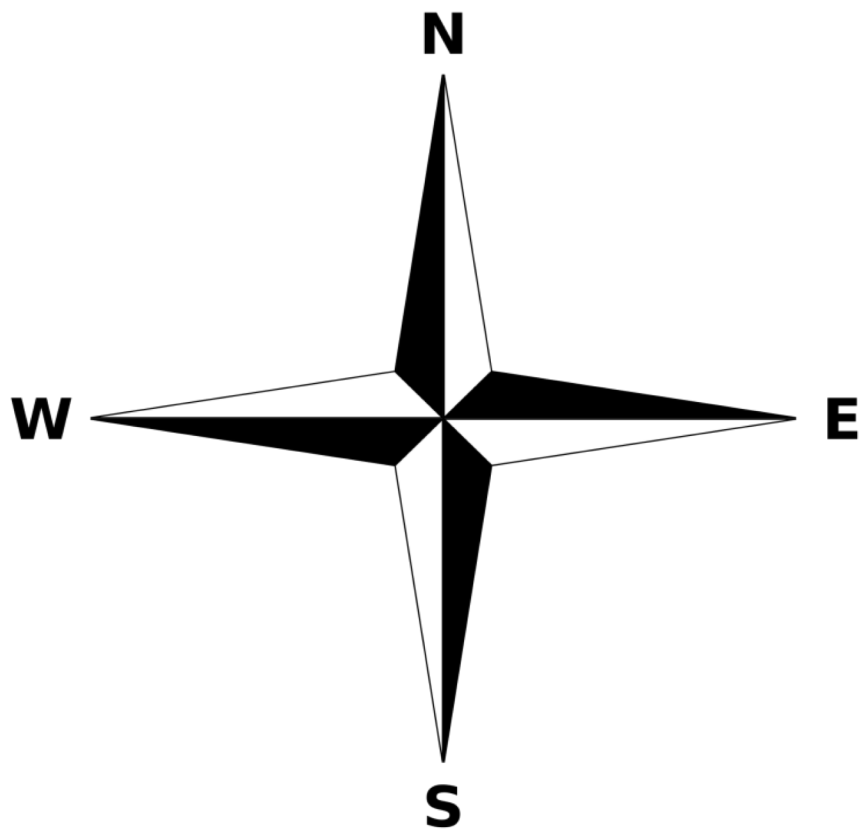




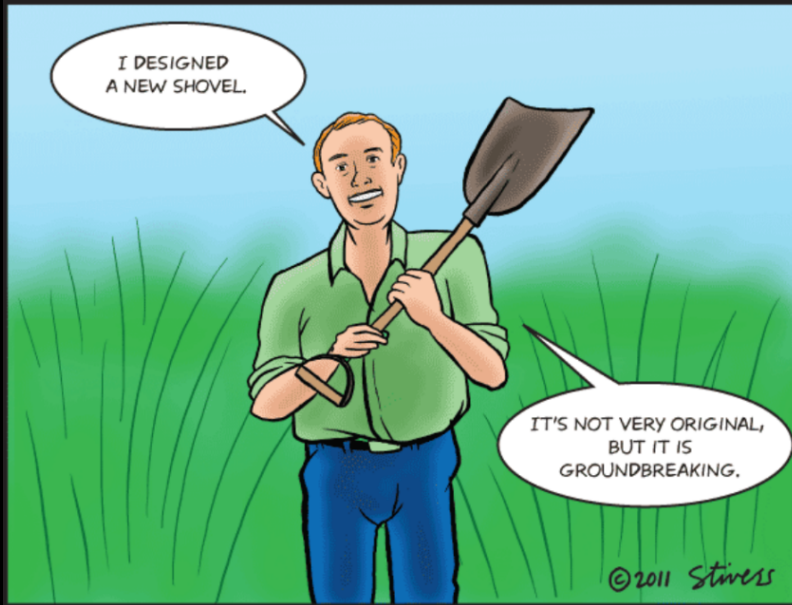


<https://www.youtube.com/watch?v=q1zh49J5rsg>













Pronunciation  
work to help  
improve

**speaking skills**



# Segmentals

- Contextualized practice
- Relevance
- Frequency

(reference to Pamela R. Revel's talk at IATEFL 2015)

# Proprioception





# Creature comforts

# Suprasegmentals

- Sounding more natural
- Less strain on the listener – avoiding misunderstandings
- Awareness of cultural aspects

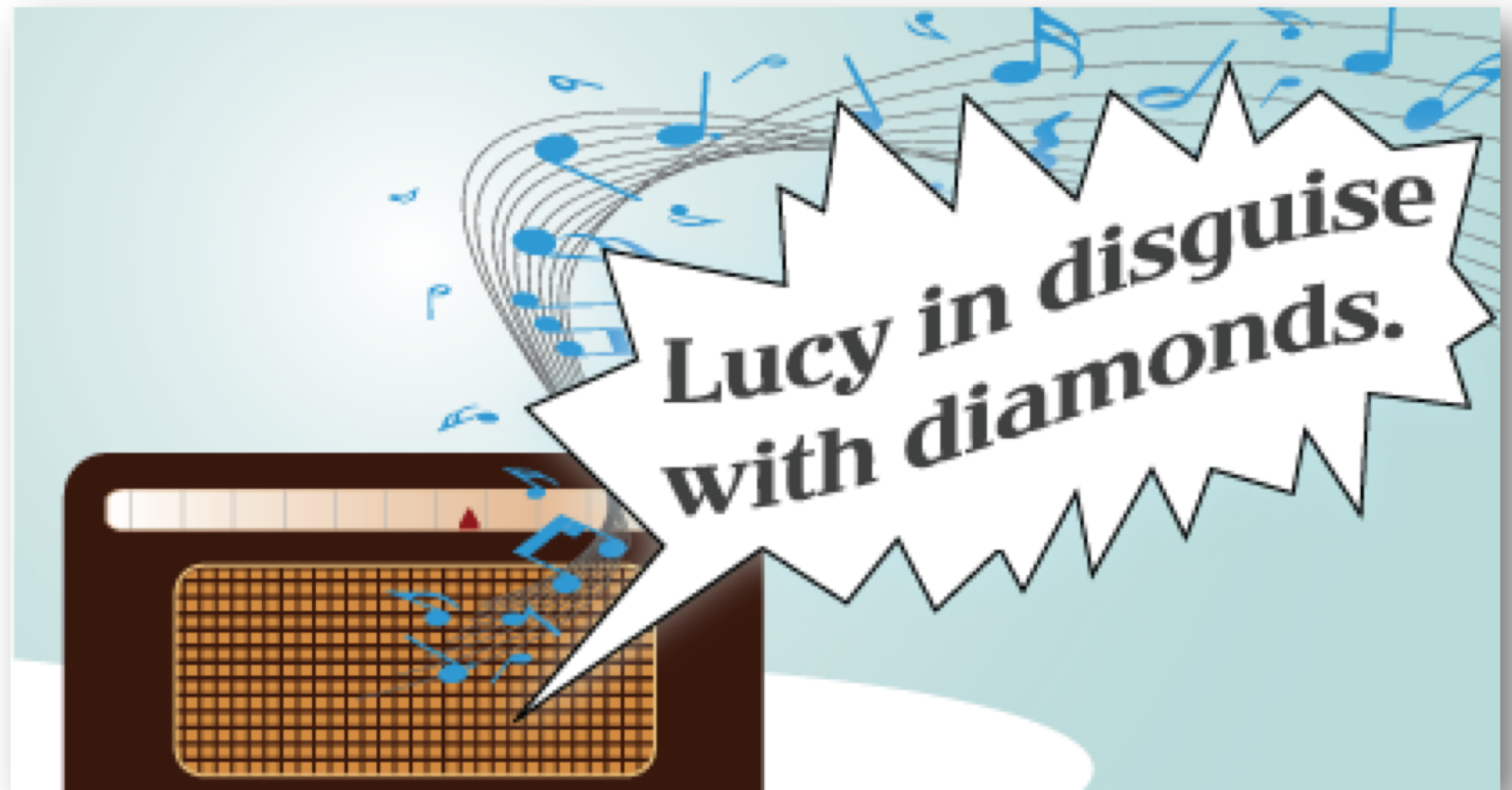
Pronunciation  
work to help  
improve

**listening skills**

# Challenges

- Rate of delivery
- Lack of awareness of different individual sounds and of connected speech features
- Different accents





<https://www.newyorker.com/science/maria-konnikova/science-misheard-lyrics-mondegreens>



### 3 Speaking skill keeping people's attention

#### The speaker used certain techniques to keep people's attention: stressing the

Hello, everyone. I hope you're enjoying your first day. I imagine you're feeling pretty overwhelmed by everything you've had to take in, and I don't want to keep you long. I've been brought back as someone who's been through the system and come out the other side and so the university asked me to talk to you as one of you and to give you a student's side of the story.

So with that in mind, I'd just like to say one thing really, which is get involved in something other than your course as soon as you can. You'll be amazed by how quickly time goes here. Before you know it, you'll be in your third year and you'll be thinking, 'What now?' How many of you actually know what you're going to do when you leave? I'm sure there will be some people who know what career they'd like to embark on, but there will be an awful lot of you – and I was definitely one of those – who don't. That's where university clubs, societies and volunteer groups come in. I remember when I first came here to study history, I had no idea of what job I'd end up doing.

But in my first year, I joined the university broadcasting society. I was interested in reporting, so I used to go out and find interesting stories about university life, and then come back and present them – when they were interesting enough to everyone else, that is. I did that once a week. Then in my second year, I got a holiday job, helping out as a researcher at the local BBC radio station, and really it all led on from there, because first of all I was clear about what I wanted to do – which was to work in broadcasting – and secondly, I had some contacts I could call on, which in this line of work is a key thing. So that's really my message to you today. Don't delay, get out there, join some clubs and societies and start developing your interests. This university has so many fantastic opportunities to do that and you won't get another chance in life like it. So, thanks for your time. Oh, and do come and chat afterwards if you'd like to ... I'll be in the bar.






## 2d In my experience

Real life  
giving a talk



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## ed = /t/ maze











- **identify your areas for development**
- **trace a development plan**
- **work on your study routine**
- **be curious about the English language and its varieties**
- **encourage questioning from learners**



# References and further reading

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