

PRONUNCIATION TEACHING: A KALEIDOSCOPE OF PERSPECTIVES

Pronunciation teaching can certainly have a more active role in classrooms across the globe. From helping learners to sound more intelligible, to helping them to better understand spoken – and written – communication, resorting to a wider range of strategies and teaching techniques can enhance the quality of lessons and contribute to helping learners to communicate more effectively in English in a greater range of contexts.

In this PCE, we will look at how pronunciation work can be more frequent, bringing more relevance and applicability to the work done in class. We will also discuss how learners can transfer the strategies learned in class to real-life contexts outside of the classroom, aiming at maximizing their learning opportunities.



IMAGING PRONUNCIATION – FROM SIGHT TO SOUND

ROBIN WALKER

Pronunciation can be problematic because of a skills component that requires meaningful input during the initial acquisition stage. This is often through explications whose effectiveness is limited.

This talk looks at how to use images to support or substitute explanations, and hopefully make learners' efforts in the early stages of acquiring new pronunciation more productive. Charts and tables, waveforms, free-form, and some (surprising) live mages. We'll look at a wide range of ways of using sight for sound.



Robin has been in ELT since 1981 working as a teacher, trainer, materials writer, and consultant. He regularly collaborates with Trinity College London and Oxford University Press. He has published numerous articles on pronunciation, and is author of English for tourism and Teaching the Pronunciation of English as a Lingua Franca. From 2008–2015 he was editor of Speak Out!, the newsletter of the LATEFL Pronunciation Special Interest Group.

HOTFIXING LEARNERS' LISTENING SKILLS ONE PRONUNCIATION FEATURE AT A TIME OLYA SERGEEVA

Why do learners of English often have difficulty understanding authentic speech? One reason is that pronunciation in casual, fluent speech may be drastically different from what they expect to hear. In this practical workshop we will try out activities designed to help learners notice and readjust to these problematic aspects of pronunciation, and see how these activities can be incorporated into any listening lesson.



Olya Sergeeva is a teacher with over 10 years' experience, CELTA trainer and local Delta tutor based in St. Petersburg, Russia. Her particular area of interest is teaching listening decoding, and she has a British Council ELTons nomination for creating TubeQuizard.com, a service aimed at developing listening decoding skills.

HOW CAN TECHNOLOGY SUPPORT PRONUNCIATION TEACHING? BEATA WALESIAK

Teachers don't always need to use technology to teach pronunciation, but there is plenty of room for them to make good use of it in a variety of teaching contexts. In this session, Beata will demonstrate how we can interweave technology with familiar strategies by demonstrating an exemplary lesson with the use of various digital tools and online apps to teach a selection of phonological aspects in context.

Beata Walesiak /bɛ 'ata va 'lɛɕak/ has been teaching pronunciation in academia and in the private language sector (stationary and online courses) for over 9 years. She is a proud member of IATEFL Pron SIG, OLLReN and PL-CALL. An eight-time award-winning pronunciation lecturer at the Open University (University of Warsaw), she also runs courses on technology-supported teaching and learning, and has presented at conferences, fan conventions and teacher-training events in Poland, Russia and the UK. She aims to popularise learning and teaching pronunciation, also with the support of technology, as well as taking good care of one's voice.



THE ARTICULATORY APPROACH: CLASSROOM TECHNIQUES

ROSLYN YOUNG & PIERS MESSUM



The Articulatory Approach is the alternative to ‘listen & repeat’ and other ‘listen first’ approaches. It treats pronunciation as a motor skill and teaches it that way. For students, learning pronunciation becomes similar to learning a new sport, with the teacher as the coach. Students like the challenges and make real progress. We will demonstrate 9 techniques that we use in our classes: for teaching sounds, stress, reduction, ‘rhythm’ and more.



Roslyn Young has integrated work on pronunciation into all her teaching for more than 40 years. She completed a PhD on Gattegno’s work in the teaching of languages and her website contains a selection of her articles on the Silent Way.

Piers Messum’s interest in pronunciation teaching and learning started in the 1980’s. For a PhD, he looked at how children learn to pronounce their first language. He has taught in Japan, France and the UK, but now mainly teaches business learners in London.